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ABSTRACT

Recent societal changes that indicate a need for different competencies on the part of those who provide leadership at the community level also indicate a need for improved competencies on the part of those who train community leaders. A national conference was held to provide an opportunity to share training strategies among institutions training community leaders at the graduate level. The conference report includes the planning processes for the conference, pre-conference materials, identified skills and strategies, evaluation results, and suggested follow-up procedures. The 120 conference participants were assigned to nine work groups with three specific tasks: identify the activities in which community leaders engage, specify the skills required to implement the activities, and suggest promising strategies by which the skills might be developed in graduate training programs. Tentative summaries are included to provide information concerning the activities, skills, and strategies discussed. (Author/JK)

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# GRADUATE TRAINING FOR DEVELOPING COMMUNITY

ED196170

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REPORT OF A NATIONAL CONFERENCE ON TRAINING
HELD IN KALAMAZOO, MICHIGAN
APRIL, 1979

SPONSORED BY THE CHARLES STEWART MOTT FOUNDATION
AND
WESTERN MICHIGAN UNIVERSITY

EDITED BY
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EA 013 246

SEPTEMBER, 1979

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# PREFACE

Recent societal changes which indicate a need for different competencies on the part of those who provide leadership at the community level also indicate a need for improved competencies on the part of those who train community leaders, i.e., graduate students in training for community leadership.

Western Michigan University and other institutions involved in training community leaders over the past 12 years have developed and tested various approaches to training which have not been shared nationally. During the past two years Western Michigan University has been involved in three projects directed toward the improvement of training at the doctoral level:

1. An intensive study of perceptions of present and former students regarding the specifics of the training they received.
2. Experimentation with and documentation of different skill building strategies.
3. Documentation of internship experiences.

Conversations with others involved in training community leaders indicated similar efforts to improve training at many colleges and universities across the country. Hence, in order to provide an opportunity to share training strategies among the institutions training community leaders at the graduate level, a national invitational Conference was held in Kalamazoo, Michigan on April 5 and 6, 1979 with 120 participants. The Conference Report includes planning processes, pre-conference materials, identified skills and strategies, evaluation results and suggested follow-up procedures.

D.C.W.

# TABLE OF CONTENTS

PAGE

PREFACE . . . ii

TABLE OF CONTENTS . . . iii

CONTRIBUTORS . . . iv

PROGRAM ADVISORY COMMITTEE . . . vi

CONFERENCE PARTICIPANTS . . . vii

PRE-CONFERENCE MATERIALS . . . 1

SUMMARY OF CRITIQUES OF AULT AND PERLMAN ARTICLE BY LEE VAUGHT . . . 3

SUMMARY OF "A FRAMEWORK FOR ANALYZING GRADUATE TRAINING PROGRAMS" BY FRANK COOKINGHAM . . . 11

STEPS IN THE CONFERENCE PLANNING PROCESS . . . 17

CONFERENCE REPORT . . . 20

THE CONFERENCE PROGRAM . . . 21

EXCERPTS FROM "WHERE HAVE ALL THE LEADERS GONE?" - PRESENTATION BY PETER CLANCY . . . 25

ACTIVITIES, SKILLS AND STRATEGIES FOR COMMUNITY LEADERS - WORK GROUP SUMMARIES . . . 30

IMPLICATIONS FOR GRADUATE TRAINING PROGRAMS . . . 67

CONFERENCE EVALUATION . . . 78

APPENDIX A . . . 92

APPENDIX B . . . 99

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Success of the Conference may be attributed to the contribution of a number of people including Lee Vaught, Associate Director of the Center for Community Leadership Training who handled logistical arrangements, summarized pre-conference critiques and, served on the Planning Team; Frank Cookingham, Pat McMahon and Brian Moroney who served on the Conference Planning Team and the group facilitators and editors listed below.

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Planning for the Conference began a year ahead of the scheduled event. During that time, the Program Advisory Committee gave invaluable assistance to the Planning Team. Following the first meeting of the Program Advisory Committee, the program format was completely revised. During the second meeting of the Program Advisory Committee specific suggestions were made regarding program format and resource people.

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# CONFERENCE PARTICIPANTS

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# PRE-CONFERENCE MATERIALS

## PRE-CONFERENCE MATERIALS

The following materials were mailed to participants prior to the Conference and critique of the materials was invited. Critiques were then summarized and shared with prospective participants prior to the Conference.

Grassrooting the System - Janice Perlman

Organization Development Strategies Applied to Community Education - Richard Ault

Summary of A Framework for Analyzing Graduate Training Programs - Frank Cookingham

"Summary of Critiques of the Perlman Article" - Lee Vaught

"Summary of Critiques of the Ault Article" - Lee Vaught

Inasmuch as the article by Ault (1979) appears in Schmitt and Weaver Leadership for Community Empowerment and the Article by Perlman was taken from the September, 1976 issue of Social Policy, only the critiques by Vaught and summary of the article by Cookingham are included here.

# "Organization Development Strategies Applied to Community Education"

by Richard Ault

## Notes on Pre-Conference Critiques

by Lee Vaught

Critiques of the paper appear to have accomplished precisely what conference planners had hoped would be achieved through asking selected participants to judge the paper's content with respect to its potential as a tool to be used in addressing conference goals. As expected, interpretations, opinions, and recommendations varied considerably, yet the variance appeared, at no point, to be so serious as to portend impasse. Quite the contrary, the essence of what was said seemed to suggest strong philosophical accord, with most diversity of opinion occurring over operational strategies and procedures. Several issues emerged recurrently and an attempt will be made to convey, briefly, the gist of those issues as well as directions in which discussion of them might take conference participants should they choose to address them.

Several reviewers noted Ault's reference to considering community education as (1) a system for providing direction toward meeting expressed needs of the school and/or its community, in contrast with (2) a force for initiating change in the community. Reviewers suggest the need for both dispositions in the change process. Furthermore, while reviewers accede to the fact that reactive and proactive change are sometimes seen be community educators to be dichotomous, they generally agree that the two dimensions are not at loggerheads, but may in the long run be strong allies, with each contributing significantly to the social change process. There was strong support for a concerted effort to deal with the whole matter of change as well as with training directions that might be taken to address it more effectively.

Reviewers felt that Ault provided ample stimulus for exploration and detailed discussion of the organization development process, with particular interest shown by reviewers in determining appropriate entry points into the system and, specifically, how one comes to understand the power structures that must be reckoned with, especially where such "power structure and human interrelationships are ambiguous or diffuse." One reviewer expressed some reservation with regard to any system's readiness for change. For others, however, this issue emerged as a high interest area where those reviewers seemed particularly taken with the application of Gleicher's formula ($c=(abd)>x$), seeing it as being most appropriate for crystallizing the readiness question. Similarly, the inclusion of Frohman and Kolb's model for a planned change process was viewed as an effective way to illustrate and begin clarifying an often, if not always, complex process.

Some reviewers questioned Ault's statement regarding the futility of going first to the powerless in order to effect change, insisting that, if this were true, there would be little cause for the traditional community school director to persevere as he/she works endlessly with advisory councils, block clubs, parent-teacher organizations, and other groups of citizens, both formal and informal. A key question raised, which may be related, was Ault's tendency throughout the article to refer, generally, to the individual as the change agent, i.e. more often to individual effort than to that of groups of people working together. Some took issue with this view, arguing that the change agent is more initiator than agent but, more importantly, the facilitator of group action, in which case the potential for effecting change is multiplied and, in all likelihood, the powerless become much less so and desired change becomes possible.

According to one reviewer, the article will provide some solid conceptual understanding of organization development for conference participants. It is possible, also, that many will have used organization development techniques without fully understanding them or having enough knowledge to use them with maximum effectiveness. In addition, it is likely that many participants will wish to look seriously at organization development's potential for clarifying and building the leadership skills essential to developing community.

Ault raises many thought-provoking questions. Among those mentioned specifically by reviewers were:

1. How can one identify and understand the various roles played by members of the organization? Do most members have multi-role responsibility?
2. Is OD really appropriate in the public sector, particularly in community education where the need for extensive citizen/community involvement is critical?
3. Can the organization member be taught how to effectively build contacts (especially psychological) with the client system?
4. What value system does the change agent (initiator) employ in working with the organization or client system. Does that of the leader differ from that of the client system?
5. How does the change agent affect an organization from outside that organization when he/she is relatively low in the decision making hierarchy?
6. With respect to "Gate Keepers" and "Opinion Leaders:" (A) Who are they? (B) Why are they so? (C) How are they identified? (D) How may they be changed?
7. How may a school leader accurately assess the total community-both inside and outside the school system? How may she/he subsequently determine appropriate actions for effecting change?

Participants expressed excitement over the approaching opportunity to discuss, in detail, the questions above as well as many others brought to mind by the Ault article. Most importantly, it was judged, nearly unanimously, to be an excellent resource for discussion. Given that this was the primary purpose in requesting that a cross-section of conference participants review and react to the material, it is safe to say that the purpose has been accomplished.

## "Grassrooting the System," by Janice E. Perlman
## Notes on Pre-Conference Critiques
By Lee Vaught

The overall nature of reviewer response indicates that Perlman has placed before us some issues that, while not always the most comfortably and willingly pursued, are of the type that must be addressed if the upcoming Conference on Graduate Training for Developing Community is to be a truly productive time. The following is not a compendium in the sense that coverage of responses is exhaustive. Furthermore, that is not the intent. Its purpose is, rather, to give readers a flavor of reviewer reaction to some of Perlman's ideas, both expressed and implied, that appear to have some relationship to the development of community and, in addition, suggest directions that graduate training might be advised to take in order that professional leadership is of a quality that so important an endeavor demands.

Reviewers agreed generally that the article provided good basic information about local action group operations and types of issues commonly addressed. In addition, most reviewers expressed accord with Perlman as she specified some of the issues that, in her opinion, must be addressed if we are to be responsive to needs of people and communities. For example, she stimulated many thought-provoking questions among reviewers relative to leadership in grassrooting, nearly all of them having implications for training, such as: leadership roles, the leadership accountability question, the diffusion of decision making, nurturing the development of leadership indigenous to the community, and origins (internal/external) of the community organizer relative to his/her motivation and effectiveness. In particular, Perlman's finding that strong leadership tends often to be uncomfortable (inept?) with sharing power or delegating responsibility, was viewed by more than one reviewer as having good potential for discussion among participants.

Reference is made, on several occasions, to the worth of Perlman's attention to the financing of grassroots movements. Most agree that the specific methods of fund raising which she describes have some potential and are, at least, illustrative of practices that have been used successfully in some grassroots movements.

While information about funding as well as about many other dimensions of grassroots organizational operations were seen as being valuable by reviewers, a larger and more pervasive concern was brought to light. This concern, voiced either directly or by implication, had to do with interests, activities, and influence of single-issue or special interest groups and the extent to which they contribute to meeting the needs of the larger system. Indeed, Perlman's apparent attempt to inform and provide strategic suggestions, was seen by some to be of value only if we're talking about ultimate benefits to the larger system. Further, Perlman seemed to be advocating a "micro" approach to community problem-solving. Reviewers cited her failure to consider the whole when issues under discussion seemed to demand a "wholeness" of attention. In this regard, one reviewer suggests that leadership training needs to reflect the "gestalt" nature of sound community development.

Perlman documents and describes well how reform movements, having their origin in grassrooting, became more highly organized (and, perhaps, formalized) involving many communities to a stage of development resembling, if not exemplifying, institutionalization.

More than one reviewer would like to have seen Perlman address the question of how institutions of government and education can or should be involved in grassroots advocacy. In fact, the entire matter of points of contact and the nature of interaction between grassroots organizations and the establishment is cited as having not been addressed. One reviewer suggests that this topic would provide an excellent springboard for initiating discussion of the place/role/scope/"oughtness" of such involvement.

While some operational and philosophical differences were exhibited, a sizable portion of expressed reaction gave evidence of a consistency in interpretation and mental set that announced, unmistakably, that most reviewers were community educators. Some saw the material as a good starting point for a trip beyond school-based community education. Most expressed the view that the article spurred attention to some very basic issues, such as equitable distribution of resources, accountability to the community, and empowerment (enabling) of community residents. The article moved one reviewer to advise that the community educator can no longer be an external change agent serving corporate (institutional) interests, but must be accountable to the community. Still another reviewer picked up on Perlman's idea that grassroots groups can be as effective in supporting conservative or "maintain the status quo" movements as in supporting those who would change the system.

Overall impressions of the article ranged from "Too diverse - polemical" to "Excellent article - to be read by all." Issues and concerns not specifically raised by Perlman, but nevertheless considered important by reviewers (and, perhaps, for which Perlman inadvertently provided the stimulus), are itemized below. All seem to have good potential as fruitful discussion topics.

1. The need to train leaders to work effectively with local groups.
2. Training leaders to function in "umbrella" systems.
3. The capacity to provide specific operational know-how to local organizations.
4. Helping a local group wean itself away from an ego-motivated, charismatic leader to greater independence and self-realization.
5. The importance of not alienating the establishment, which often seeks positive change in communities.
6. Determining whether public education is really interested in becoming involved in the community improvement process.
7. Grassrooting within established agencies, e.g. public library, Agricultural Extension Service, Community College and the church - the reality and the potential.
8. Coordinating grassroots efforts in a community.
9. Determination and interpretation of community moods, opinions, and problems.
10. Relating grassrooting to the basic principle of people-participation.
11. Possible danger of political organizations siphoning off indigenous community leadership (from grassroots organizations).
12. Impaction of the grassroots movement by the "institutionalized" community educator.
13. Whether community educators undermine the local group's focus on the total community by aiding and becoming identified with single-issue groups.
14. Which is most vital in leadership; commanding (steering) the process for accomplishing specific ends, or seeking broad community participation to develop local ownership?
15. Perhaps community education must have institutional affiliation to survive (?)
16. How is the current upward trend in the population's median age going to affect the services demanded and leadership roles needed in the future?
17. How are all the services requested or demanded by community groups going to be financed?
18. What shape will the capitalistic system take in the future?
19. How can people pushing for demands or changes be held accountable?

# SUMMARY OF
# A FRAMEWORK FOR ANALYZING ADVANCED TRAINING PROGRAMS

BY

FRANK COOKINGHAM

This paper presents a framework for analyzing advanced community education training programs. The framework, which includes three dimensions, is used to analyze research studies related to competency-based training in community education, to relate that literature to management and educational administration literature, and to provide a framework for discussion of training strategies at a National Conference on Graduate Training for Developing Community held at Western Michigan University, April 5 and 6, 1979.

## Skill Areas

Katz's (1955) classification of administrator skills as conceptual, human and technical has been the basis for some of the literature related to training community educators (e.g., Butler, 1978; Foelber, 1976; Johnson, 1973; Kliminski, 1974; Mullarney, 1977; Niles, 1974; Weaver, 1975; Zemlo, 1977). The three skill areas form one dimension of the training framework. Following a discussion of the nature of the three skill areas based on material in Bower (1966), Griffiths (1977), Katz (1974), and Livingston (1971), Weaver's (1975) discussion of goals for training are related to the skill area.

## Career Positions

It is reasonable to propose that different administrative positions within a field may need a different mix of conceptual, human and technical skills. The second dimension of the training framework is based on five types of positions in community education:

local program design and implementation (community school administrators, community agency education directors),

consultation with local implementors on a state-wide or regional basis (state department of education community education specialists, university center directors),

training at different levels (primarily through university centers),

development of models for practitioners (primarily by graduate students and faculty),

and research (primarily development of models for practitioners or evaluation, rather than theoretically oriented research).

This dimension provides a perspective for integrating the work of Edwards and Parsell (1977), Miller (1977), and Watt and Lisicich (1975).

## Relevance Perspectives

Culbertson and Shibles (1973) described four perspectives on the issue of relevance between training activities and what the trainee will be expected to do on the job. Three perspectives (field problems, discipline application and discipline development) can be regarded as another dimension of a framework for analyzing training programs. The general aim of training based on field problems is to prepare trainees to be competent analyzers and solvers of problems encountered on the job, and to make appropriate decisions in view of the problems at hand. The general aim of training based on applying particular academic disciplines is to provide the trainee with a battery of concepts or screens for analyzing situations encountered in the field. The general aim of training based on developing a new discipline, e.g., community education, is to acquaint trainees with a technical language that describes phenomena of interest.

Each of the three perspectives is discussed in terms of implementation strategies. Field problem training can be implemented through exploration of alternative plans for change (Ault, 1979; Van Alfen, 1975), and consideration of national policy alternatives (Newitt & Kahn, 1977).

Training based on applying academic disciplines is implemented by providing a liberal education, assembling a collection of important concepts for administration, or using theoretical formulations as a model (e.g., Niles, 1974, analyzed success in directing community education programs using a cognitive style model).

Some progress has been made in developing a theory of community education leadership (Boles & Seay, 1974). The pros and cons of developing a new discipline are discussed.

The total framework is shown in Figure 1.

## Competency-Based Training

There is a trend toward viewing training for developing community from the perspective of enumerating key competencies and designing training programs to assist trainers in attaining specific levels for them (Arkava & Brennen, 1976; Ball State University, 1976; Casale, 1977; Farquar, 1977; Flores, 1975; Foelber, 1976; Grigsby, 1974; Johnson, 1973, 1975; Lisicich, 1976; Miller, 1977; Mullarney, 1977; Nance, 1975; Weaver, 1975, 1978; Young, 1975; Zemlo & Belcher, 1978).

However, there are a number of concerns that need to be addressed. Griffiths (1977), one of the deans of training programs for educational administrators, suggested that administrators need to know processes, not competencies. In spite of his stance that administrative behavior cannot be defined in terms of competencies, Griffiths' analysis seems to be consistent with the Katz typology of skills.

Classifying competencies in the three skill categories is not an easy task. Foelber (1976) classified coordination of efforts of group members in achieving goals as a conceptual skill, while Katz (1955) appeared to regard it as a human skill. Foelber classified effective oral communication as a technical skill, while Katz appeared to regard it as a human skill.

Weaver's (1978) strong case for establishing professional performance standards for community educators is built partially on the fact that consensus appears to be emerging regarding competencies in community education leaders. Burton (1977) argued, however, that no sophisticated technology for setting performance standards in education exists, and the potential for developing such standards is limited. Her argument can be extended to standards for training professionals.

Assessing degree of competence involves another group of issues. Casale (1977) asked 29 community educators to rate the importance of 69 task statements and rate their own competence on each of the tasks. The community educators rated themselves competent on 18 of the 45 tasks included in the four categories rated highest in importance (communication, leadership, coordination and evaluation). Prout (1978) surveyed 61 doctoral graduates of the community education program at Western Michigan University to identify areas of need in training. But all such ratings are subject to the influence of imprecise memory and various subjective factors.

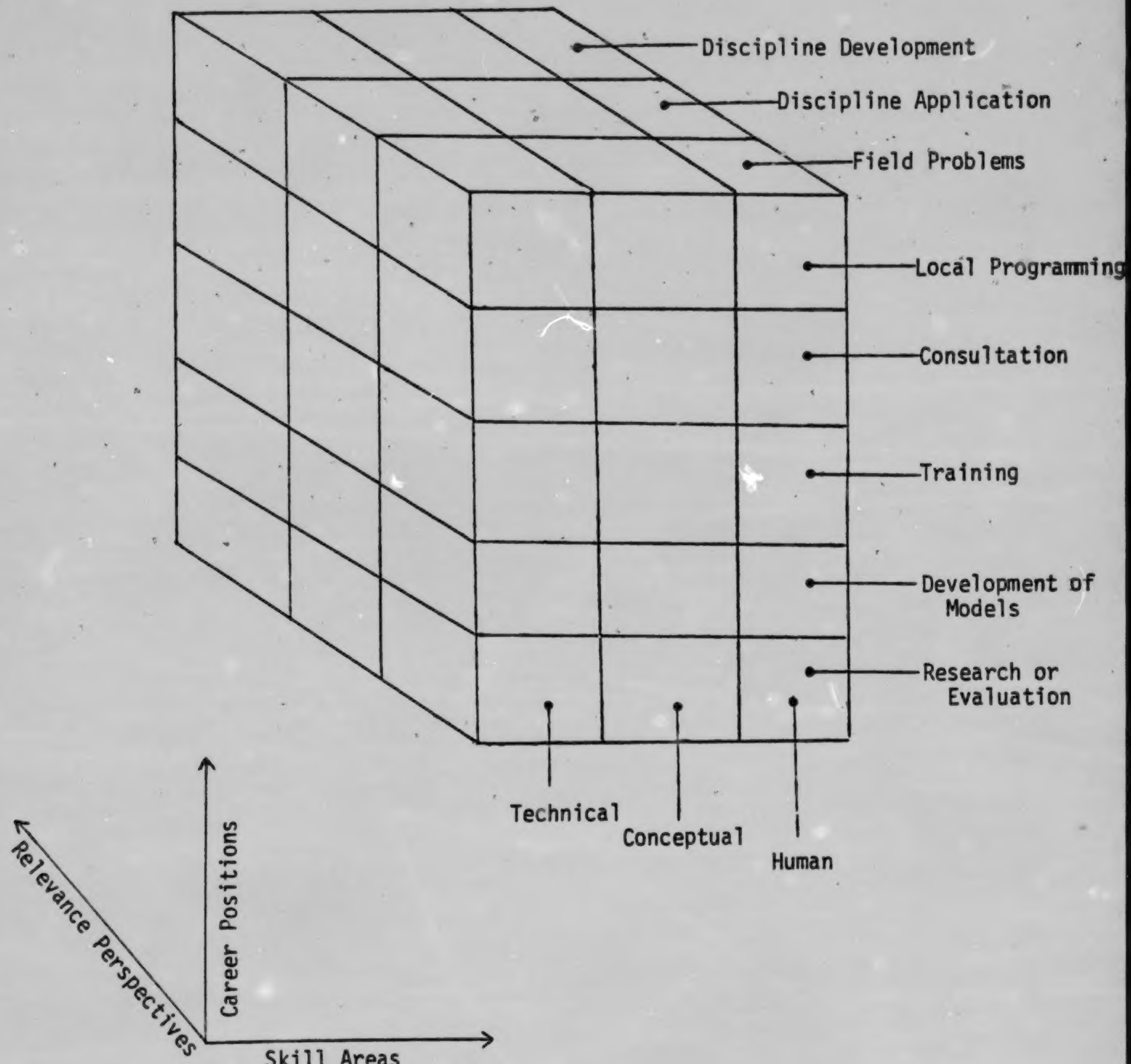
Assessing the importance of competencies is another problem. Zemlo and Belcher (1978) reported disagreement between a regional team of community education experts and a national team of community education experts on competencies for rural community education leaders such as the ability to recognize the feelings of others and adjust one's behavior accordingly, the ability to direct community education activities, the ability to initiate structure, and the ability to handle charge. Grigsby (1974) reported differences among eleven service groups in ratings of proficiency needed for community educators for 17 of 87 competencies.

Although momentum seems to be building for development of competency-based training for leaders involved in developing community, several issues need to be resolved. Classification of competencies in accord with defensible standards of performance involves a host of philosophical and technical problems in measurement and evaluation, which should be resolved (or determined to be unresolvable) by professionals in the field before someone else does it.

The following model is suggested as a framework for analyzing training programs for developing community including three dimensions - relevance, career positions and skill areas.

Figure 1

A Framework for Analyzing Training Programs


Discipline Development
Discipline Application
Field Problems
Local Programming
Consultation
Training
Development of Models
Research or Evaluation
Technical
Conceptual
Human
Relevance Perspectives
Career Positions
Skill Areas

# STEPS IN THE CONFERENCE PLANNING PROCESS

## STEPS IN THE CONFERENCE PLANNING PROCESS

Although the prime purpose of the Conference Report is to share the results of Conference deliberations, readers of the report may be interested in reviewing the planning process.

The planning strategy included a Conference Planning Team consisting of Center Staff members who carried prime responsibility for details in the planning process. Doctoral interns were included at each step in the planning process as a part of the training strategy employed by the Center. Also involved was a Program Advisory Committee which was representative of various interest groups and which was selected to include a broad geographical representation. (Membership of the Advisory Committee appears elsewhere in the report).

The Advisory Committee met only twice during the planning process but its role was critical. (See Appendix A for correspondence and agenda used with Program Advisory Committee). Staff planning began a year ahead of the scheduled Conference and included numerous drafts of the proposed format and Conference materials. (Sample materials prepared for the planning process are included in Appendix B). However, despite the careful planning done internally, the Program Advisory Committee was very candid in its critique of plans to date and made a number of suggestions in the first meeting on October 20, 1978 which changed not only the focus of the Conference but also the materials to be used in pre-conference mailings.

The second meeting of the Program Advisory Committee held on January 26, 1979 concentrated upon program format and resources to be employed. Here, too, the Advisory Committee was candid in its response to tentative plans already made and a number of changes were made in proposed format and resources.

Suffice it to say, the Program Advisory Committee took its role seriously and, hence, had a considerable impact upon the program in its final form. Staff members who invest heavily in many hours of planning find it difficult to submit the results to an advisory group which rejects or modifies much of their work. However, in this case, there is little question that the final program was much more appropriate as a result of advisory committee input.

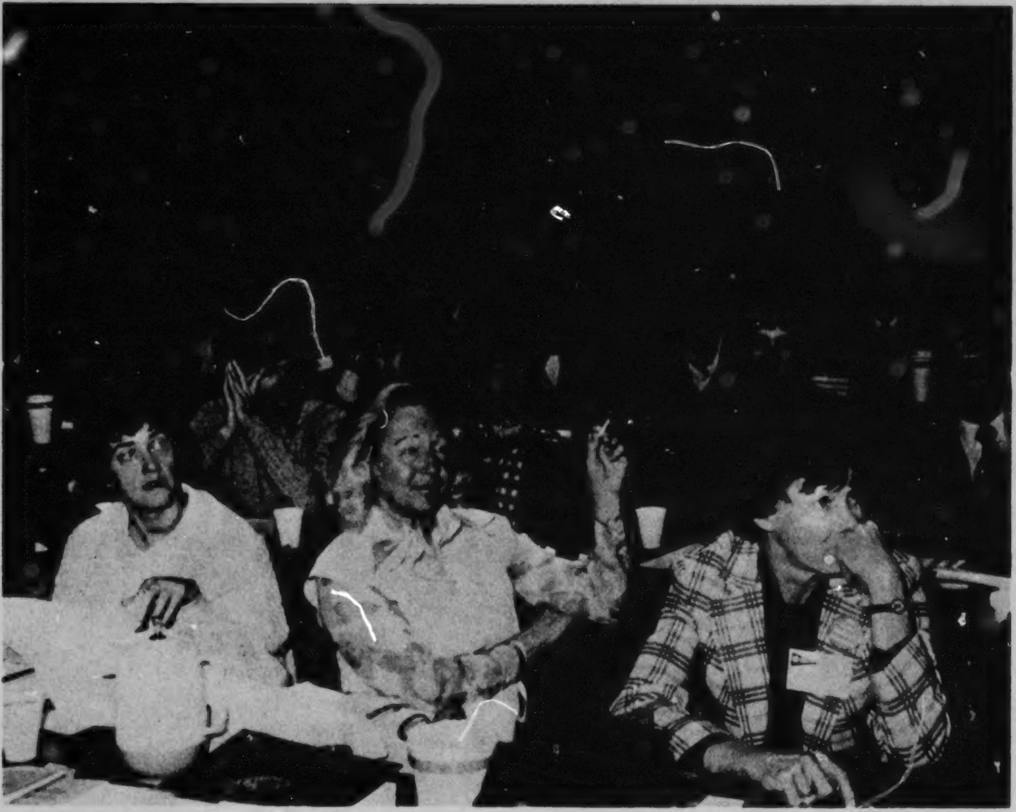
Two other aspects of the planning process are worthy of mention. First, materials were mailed to participants prior to the Conference and those planning to attend the Conference were urged to submit written critiques of the material. (Materials and critiques included in the pre-conference section of this report). Second, group leaders were trained in leadership techniques to be employed and were familiarized with the content to be dealt with prior to the Conference.

It was hoped that familiarization with the background materials prior to the Conference might save valuable Conference time. To some extent, participants were able to get about the task more quickly as a result of the pre-conference mailings. However, participants did not perceive the pre-conference mailings as facilitative to the extent that the planning team had hoped.

There is no doubt that group facilitators selected ahead of time and trained in the processes to be employed contributed to both the efficiency and effectiveness of group procedures during the Conference.

# CONFERENCE REPORT

# THE CONFERENCE PROGRAM



## THE CONFERENCE PROGRAM

Thursday, April 5

10:00 a.m. - 12:00 noon REGISTRATION - Lobby Kalamazoo Center

12:00 noon LUNCHEON - OPENING SESSION

Meditation - Donald Spencer, Director
Center for Community Education
Mankato State University

Welcome to Kalamazoo - Peter Statler, Vice Mayor
City of Kalamazoo

Greetings from Western Michigan University - John Bernhard
President

Opening Remarks - John Sandberg, Dean
College of Education

Announcements - Lee Vaught, Associate Director
Center for Community Leadership Training

Conference Charge - Don Weaver, Director
Center for Community Leadership Training

2:00 p.m - 5:00 p.m. WORK GROUP SESSION #1

Group Charge:

1. Facilitator explains task group procedures.
2. Recorder clarifies means to development of the group product.
3. Group determines activities in which professionally trained community leaders engage as they attempt to develop community.
4. Recorder prepares a one-page summary of the results of the discussion in number three above to be shared with all participants in the Friday morning General Session.

5:30 p.m. Buses leave Kalamazoo Center for Western Michigan University campus

6:00 p.m. - 7:00 p.m. RECEPTION - Student Center
College of Education - Host

7:15 p.m. Buses return participants to the Kalamazoo Center

7:30 p.m. DINNER - SECOND GENERAL SESSION

Presiding - Lee Vaught

Introductions - Pat Edwards, Program Officer
Charles Stewart Mott Foundation

Speaker - Peter Clancy, Former Superintendent
Flint Michigan Community Schools

Friday April 6,

8:00 a.m. CONTINENTAL BREAKFAST - THIRD GENERAL SESSION

Perusal of Work Group Summaries

Reactions to Work Group Output -

Frank Cookingham, Associate Director, Center for Community Education, Kent State University - Moderator

Brent Knight - President, Triton College

Helen Morten - Associate Director, Center for Community Education, University of South Dakota

Mathew Proctor - Area Superintendent, New Orleans Public Schools

Carol Sheffer - Associate Professor, Department of Educational Leadership, Western Michigan University

9:30 a.m. Break (Coffee in the Lobby)

10:00 a.m. - 12:15 p.m. WORK GROUP SESSION #2

Group Charge:

1. Group identifies leadership skills required to implement the activities specified in work session #1.

2. Recorder prepares a one-page summary of the results of the discussion in number 1 above to be shared with participants at the beginning of Work Group Session #3.

12:15 LUNCH - on your own (Work groups may wish to schedule lunch together and continue with the task)

2:00 p.m. - 4:30 p.m. WORK GROUP SESSION #3

Group Charge:

1. Group specifies graduate training strategies appropriate to development of the skills identified in Work Group Session #2.
2. Group outlines steps to be taken immediately following the Conference to improve graduate training for leaders involved in developing community.
3. Recorder reviews with the group material to be submitted for the Conference Report.

4:30 p.m. FOURTH GENERAL SESSION

Critique by Conference Observers

William Grimshaw, Consultant, Charles Stewart Mott Foundation

Lucius May, Director, Community Education, Detroit, Michigan Public Schools

Maurice Seay, Professor Emeritus, Western Michigan University

Reactions - Conference Participants

5:30 p.m. - 6:30 p.m. DEBRIEFING - R and R
Western Michigan University Alumni Association - Hosts

6:30 p.m. - ADJOURNMENT

# EXCERPTS FROM "WHERE HAVE ALL THE LEADERS GONE?" - PRESENTATION BY PETER CLANCY

KALAMAZOO CENTER

# CONFERENCE REPORT

## SUMMARY OF PRESENTATION BY PETER CLANCY ENTITLED "WHERE HAVE ALL THE LEADERS GONE?"

Peter Clancy, whose professional experience includes many years as chief administrator of the Flint, Michigan Community Schools Program, gave the keynote address at the dinner meeting on Thursday, April 5, 1979. The prime thrust of his presentation was the changing role of the educational leader due primarily to societal factors outside the control of the schools. Speaking to this point, Clancy said:

> A superintendent colleague of mine once defined his job as "extended periods of tedium, interspersed with moments of sheer terror". He was a suburban superintendent. I think I would characterize my experience in an urban setting as about equally divided between tedium and terror.
>
> I believe any responsible educational leader in today's society finds himself, regrettably, almost constantly reacting to a no-stop series of crises exploding out of conflicting demands. As goal-oriented and organized as you may be, the shells and rockets exploding around your head do tend to divert your attention.
>
> As educational leader in these times--University President, Dean, Superintendent, Supervisor, Building Principal, Community Director (and the order of the naming doesn't reflect any personal value hierarchy)--must satisfy the demands of a multiplicity of constitutencies never dreamed of twenty years ago. In serener days he was obligated to please only his board of control and immediate supervisor. Now he must satisfy Federal government regulations and guidelines, the Civil Rights Act, the Equal Employment Opportunities Commission, the Employment Relations Commission, Title IX, Mandatory Special Education requirements, State Legislation, the intermediate district's guidelines, the terms of the Foundation grant, the faculty, the administrators' organization, the teachers' union, the other unions, the PTA, the NAACP, the Spanish-speaking population, The Citizens' Council for the Preservation of the Arts, the Citizens' Council for Basic Education, the citywide advisory council, the local advisory councils, the press--and, yet, sometimes even the students.

> His task is, by definition, almost impossible, because it is, by definition, to please everybody. And I, for one, believe old Charles Beard was right on when he said: "Young man, I cannot give you the formula for success; but I can give you the formula for failure. And that is, try to please everybody all the time."
>
> It was during the 60's that public education began to become one of the principal arenas for the staging of the social battle of our society. Schools and school systems--whether they aspired to the role or not--became the focal point for the resolution of societal conflicts. Often by legislative mandate they became the leading and sometimes only institution in the community charged with the responsibility to safeguard the rights of minorities (The Civil Rights Act), the rights of women (Title IX), the rights of the handicapped (Mandatory Special Education), the rights of employees (Collective Bargaining Legislation)--and even the rights of children to a free lunch.
>
> There was a time when the function of educational leaders was to organize the educational enterprise in order that it might "transmit the values of the culture, along with the tools with which to critically examine it." Now, in the sixties and seventies the school is not an academy set aside to teach contemplation of values--it is the very testing ground of those values.

In addressing the question of the implications of the current societal malaise for training of educational leaders, Clancy pointed out:

> Donald Currie, who, as executive secretary of the Michigan Association of School Administrators, works closely with Michigan's nearly 600 superintendents, surmises that most superintendents would say their training was inadequate in four areas:
>
> 1. Conflict resolution
>
> 2. Time management
>
> 3. Stress management
>
> and 4. Financial planning

He further specified implications for training of community leaders by quoting from the recent Research Triangle Institute study of graduates of the Inter-University Clinical Preparation Program as follows:

> A total population of 1,464, the graduates were split about evenly between National Center graduates and regional center graduates. With a response of 47%, some of the more

significant findings of that survey that have implications for our purposes here are:

a) Almost all of the respondents who took intern assignments ranked that experience as either of "great value" or "some value" in preparing for a future career.

b) When the doctoral interns were asked to identify which specific training experiences had "great value" -

30% named contact with other graduate students,

28% named contact with Mott Fellowship advisor,

20% named Flint visitations,

19% named university coursework,

14-18% identified four other types of experiences,

no experience received a poor ranking,

research projects being the lowest ranked.

Of all graduates experiencing internships (80% of all the respondents) the following aspects of that experience ranked highest:

1. Interaction with advisory council
2. Work with community organizations
3. Experience at centers
4. Experience as a community school director
5. Teaching courses and classes

It would appear that these graduate students believe the experience of working with community persons to be of a high didactic value. Was Dewey right? Do you learn best by doing?

When asked to recommend additional training experiences, the same respondents generally favored field-based, practical experiences, observations and demonstrations over other types of training.

In summary, the keynote speaker specified eight characteristics of effective leadership training programs followed by a closing statement:

1. They have screening mechanisms that identify human and conceptual skills.
2. They have a strong collegial component, i.e. they provide participants the opportunity to interact with one another.
3. They provide supervised intern and field experience.
4. They are based on needs assessments by the potential participants.
5. They draw on resources outside the discipline.
6. They draw on practitioners in the field as resources when appropriate.
7. They provide for constant evaluation.
8. They attempt in some way to influence the total education environment.

Emerson once said, "Events are in the saddle and they seem to ride mankind." To the conscientious community leader this often seems to be the case; i.e. that events seem to steamroll individuals. Big Government, Big Business, Big Labor and Big Education leave an individual with a feeling of helplessness. But community education teaches us it can be otherwise. Given the necessary effort by dedicated leaders we can continue to find ways to make American institutions genuinely responsive to human needs.

# ACTIVITIES, SKILLS AND STRATEGIES FOR COMMUNITY LEADERS (WORK GROUP SUMMARIES)

# ACTIVITIES, SKILLS AND STRATEGIES FOR COMMUNITY LEADERSHIP

The 120 Conference participants were assigned to nine work groups with three specific tasks:

1. To identify the activities in which community leaders engage.

2. To specify the skills required to implement the activities identified in #1 above.

3. To suggest promising strategies by which the skills specified in #2 above might be developed in graduate training programs.

Recorders were asked to prepare brief summaries of the work group efforts at the close of each session. Those reports were duplicated and shared with all participants at the beginning of the next work group session. The summaries were intended as tentative work copy to facilitate the group process and were not intended as a final report of group efforts. The tentative summaries are included here to provide the reader some idea of the nature of the activities, skills and strategies discussed.

## GROUP I

First task:

To develop a list of activities that community leaders do, or should do.

Activities of Leaders (By category)

PLANNING - Identifying goals, Identifying resources and needs, Long-term planning, Determining different cultures, Motivating, Determining levels of activity, Planning programs, General planning.

COMMUNICATING - Sweet talking, Listening, Using media, Contacting agencies, Stimulating communication, Making expectations known, Conducting public relations, Speaking languages of community, Writing and speaking, Stroking.

IMPLEMENTING - Designing strategies to implement goals, Identifying power structure, Coordinating, Contacting agencies, Raising money, Utilizing power structure, Lobbying, Selling, Organizing.

EVALUATING - Evaluating, Monitoring expectations.

MANAGING CONFLICT - Maintaining organizational health, Sweet talking, Mediating.

MAINTAINING - Maintaining organizational health, Hire and fire, Supervise, Lobbying, Facilitating elections, Maintaining a goal course, Administering.

CONCEPTUALIZING - Identifying power structure, Adapting, Determining different cultures, Innovating, Anticipating, Determining levels of activity.

DEVELOPING HUMAN RESOURCES - Behavior modification, Sweet talking, Stimulate leadership in others, Evaluate, Feed ego, Improve climate, Design inservice, Recruit influential leaders, Ego modification, Motivate, Self-esteem maintenance, Counsel, Empathy, Lobby, Stroking.

Second task:

During this session the group explored the separation of the following:

1. The body of knowledge associated with leadership.
2. The activities required for effective leadership.
3. The skills needed to function as a leader.

Third task:

To suggest strategies for developing the skills identified.

| SKILL | STRATEGY(IES) |
|---|---|
| Time Management | Identify sources of stress |
| Conflict Management | Self-awareness including alternatives and techniques for handling stress |
| Stress Management<br>Personal<br>Organizational | Cognitive base |
| Assertiveness | Simulation of stress-coping mechanisms |
| Communications | Observing/experiencing stress in actual conditions (internships) |
| Authority, Influence and Power | |
| | Functional use of human resources in building cognitive base |

Note: Considerable worth can come to the participants of this Conference if a report of the changes which result from the happenings of these two days is furnished to the participants.

## GROUP 2

Following a general brainstorming of activities in which community leaders engage, the group categorized the activities into the following areas:

1. Enabling Activities
2. Management Activities
3. Influencing Activities
4. Dissemination Activities

5. Judgment Activities
6. Planning Activities

Specific behaviors in each of these activity areas are listed below.

ENABLING ACTIVITIES

Involve
Motivate
Listen
Counsel
Stimulate
Nurture
Empathize
Understand
Sensitize
Shocks
Teaches
Supports
Interprets
Humanizes
Enables
Creates Community
Enabling
Creates Consensus

MANAGEMENT ACTIVITIES

Manages
Purchases
Budgets
Recruits
Employs
Monitors
Trains
Raises Money
Convene Groups
Schedules
Supervises
Controls
Directs
Delegates
Rejects
Accounts For
Bends Rules
Is Accountable
Observes

INFLUENCING ACTIVITIES

Mediate
Coerce
Corrects
Conciliate
Politic
Negotiate
Argue
Resolve Conflicts
Persuade
Manipulate
Lobbies

DISSEMINATION ACTIVITIES

Publish
Write
Communicate
Public Speaking
Informs and Refers
Reports Developments
Interprets
Community Awareness

JUDGEMENT ACTIVITIES

Evaluates
Critiques
Synthesizes
Analyzes
Conceptualizes
Seeks New Information
Retrieves Information
Research
Feedback
Pose Questions
Propose Answers
Review
Interpret
Studies

PLANNING ACTIVITIES

Innovate
Plan
Develop Program
Define
Organize
Prioritizing
Assesses Needs
Hypothesizes
Develop Group

The work group feels strongly that in each of these areas, the training must address individual, group, and community components. Additionally, emphasis must be on both external and internal skill development.

Upon examining the activity areas developed in Work Session #1, the group agreed that the listing of activities included the skills needed. It was decided to move to the development of strategies to be used in each of the six activity areas.

The group is developing a grid to assist them in identifying strategies that can be used in each of the six activity areas.

The group identified twenty-two strategies that could be used for developing skills by graduate education training programs. The strategies were placed on a grid and each was ranked by the members of the group as the strategy related to previously identified activity areas.

The method used was that each member selected the three best strategies to be used in each of the six areas and then the individual selections were totalled. (See attached grid for a listing of the strategies and how the work group ranked them in terms of their effectiveness).

The group has these two recommendations.

1. Efforts must be made to interface community education training into the general graduate curriculum.
2. Develop graduate training programs for linkage among various community organizations and groups.

## PERCEPTIONS OF GROUP MEMBERS REGARDING THE CONTRIBUTION OF VARIOUS STRATEGIES TO THE DEVELOPMENT OF ROLES IN COMMUNITY EDUCATION

| STRATEGIES FOR DEVELOPMENT | Planning Role | Informing Role | Influencing Role | Enabling Role | Management Role | Judgement Role | TOTALS |
|---|---|---|---|---|---|---|---|
| Simulation | 7 | 2 | 9 | 6 | 7 | 8 | 39 |
| Observation Internship |  | 1 | 1 |  |  |  | 2 |
| Full Time Internship | 2 | 6 | 7 | 3 | 4 | 2 | 24 |
| Internship Course/Seminar Linked | 6 | 6 | 4 | 5 | 5 | 4 | 30 |
| Field Experience Observation | 1 | 2 | 1 | 5 | 1 | 1 | 11 |
| Field Study | 2 |  | 1 |  | 1 |  | 4 |
| Game Playing | 1 |  | 4 | 1 | 1 | 4 | 11 |
| Lecture |  | 3 |  |  |  |  | 3 |
| Indep. Study |  |  |  |  |  | 2 | 2 |
| On-Site Training |  |  |  |  | 1 |  | 1 |
| On-The-Job Training(Paid) | 3 | 1 | 2 |  | 1 | 1 | 12 |
| Classes | 2 | 3 | 1 | 2 | 4 |  | 12 |
| Clinical Consultation | 3 |  | 1 | 3 | 1 |  | 8 |

Perceptions of Group Members Regarding the Contribution of Various Strategies to the Development of Roles in Community Education (Cont'd)

| STRATEGIES FOR DEVELOPMENT | Planning Role | Informing Role | Influencing Role | Enabling Role | Management Role | Judgement Role | TOTALS |
|---|---|---|---|---|---|---|---|
| Classes Flex. Scheduling | | 1 | | 1 | | 1 | 3 |
| Extern Prog | 1 | | | 1 | | | 2 |
| Mini-Project | 1 | 6 | | | | 3 | 10 |
| Job Counseling | 1 | | | | | | 1 |
| Seminar | 2 | 1 | 1 | 1 | 3 | 5 | 13 |
| Colloquium | | | | | | | |
| Research Papers | 1 | | | | | | 1 |
| Demonstration | | 1 | | | | | 1 |
| Case Study | | | | | | | |

## GROUP 3

Report of Activities

Establish credibility
Planning
Budgeting
Allocation of resources
Support community power structure
Inter/intra organizational communication
Resource and evaluation
Long range planning
Future directed planning
Develop community leadership
Create awareness
Develop policy
Provide for citizen participation
Define and accept personal mission, ethic, philosophy

Interpret purposes to others
Staff training
Analyze community
Staff selection
Creation of linkages
Recruitment
Evaluation of personnel
Public relations
Evolve and define organizational purposes
Technical assistance
Grant development
Identify resources
Develop an awareness of cultural differences
Realization and acceptance of value structures
Work with governing boards
Find and define commonality of purpose of conflicting groups
Work with funding agencies and SEA's
Establish priorities
Assess needs
Articulate purposes of organization
Provide in-service/staff development
Allocate human resources
Assess talents and skills of group members
Helping groups organize
Create and administer reward systems
Implement Policy
Hire and fire staff
Utilize available resources
Legislative lobbying
Recruit, train, motivate volunteers
Identify agencies and know their priorities/limitations
Personal growth
Team building
Team management
Monitor and evaluate group performance
Create opportunities for change

Emphasize accountability
Develop relationships with opinion leaders

Service clubs
Brainstorming
Know and draw upon state of art
Set an example
Working with informal and formal organizations
Resolve conflict
Recognize and accept other disciplines
Work with people of all ages
Assume responsibility
Serve as mediator
Analyze data
Belong to professional organizations
Administer discipline
Collate data
Operate record keeping and reporting systems
Role clarification
Separate superficial from critical needs
Inspire members
Strive for humanistic goals
Read widely
Represent best aspirations of organization
Person-to-person contacts

## IDENTIFIED SKILLS

### SYSTEMS ANALYSIS

- understand big picture
- follow project from beginning to end
- political structures

### UNDERSTAND POWER STRUCTURES

### UNDERSTAND GROUP PROCESS

- accounting
- organizing and working with small groups

### UNDERSTAND FINANCIAL PLANNING

(emphasized)

### UNDERSTAND LEGAL ACCESS AND CONSTRAINTS

(emphasized)

### ACCEPT LIMITATIONS

### TIME MANAGEMENT

### PUBLIC SPEAKING

(emphasized)

UNDERSTAND POLITICAL STRUCTURE

EVALUATION TECHNIQUES

- understanding effective evaluation processes

DELEGATE RESPONSBILITY AND AUTHORITY

DEVELOP SELF RELIANCE

- understand need for ongoing training

LEARN TO TOLERATE FRUSTRATION

UNDERSTAND MATURITY/SKILL LEVELS OF SUBORDINATES

BLEND THEORY AND PRACTICE

CONCEPTUALIZE IDEALS

THINK CREATIVELY - NOT TRADITIONALLY

ACCEPT GROUP DECISIONS

RECOGNIZE AND DISCERN TRUE CRISES

UNDERSTAND POPULATION CHARACTERISTICS

- understand urban vs. rural differences

WORK EFFECTIVELY WITH PARENT ORGANIZATIONS

ANTICIPATE CONFLICT

- conflict management

KNOWLEDGE OF COMMUNITY ORGANIZATIONS

- understanding interagency contacts

MOTIVATE TO PURPOSES

DECISON-MAKING (Effective)

(emphasized)

COMMUNICATIONS

- salesmanship techniques based on short term contacts
- understanding the dynamics of logic

USE OF MEDIA

- understanding various public communication techniques
- interfacing with media

POLICY ANAYLSIS

(emphasized)

UNDERSTAND CRITICAL ISSUES

KNOW WHEN TO BE "OUT FRONT" ON ISSUES

KNOW HOW TO MOBILIZE SUPPORT FORCES

RECOGNIZE NEED FOR LEISURE TIME

LEARN TO COPE WITH STRESS (Mgmt. of)

- understand relationship between physical fitness and stress
- recognize aspects of mental hygiene

PROACTIVE VS. REACTIVE PLANNING

UNDERSTAND STRATEGIES FOR CHANGE

UNDERSTAND DEMOGRAPHIC INFORMATION/POPULATION PROJECTIONS

- understanding demographic trends
- knowledge of population/demographic resources

KNOW WHEN TO HOLD' EM, KNOW WHEN TO FOLD' EM (ROGERS & JOHNSON, 1979)

POLITICAL AWARENESS

PREDICT TRENDS

HUMAN RELATIONS

INTERGROUP RELATIONS

SET HIS/HER EGO ASIDE

SENSE OF HUMOR

RECURRENT EDUCATION

UNDERSTANDING VARIOUS DELIVERY SYSTEM FORMATS: IMPLICATIONS AND CONSEQUENCES OF

UNDERSTANDING PLANNING PROCESSES

DIAGNOSTIC TECHNIQUES

- identify potential leader abilities

MARKETING

MULTICULTURAL UNDERSTANDING

- understanding special populations

UNDERSTANDING INTERNATIONAL EDUCATION

UNDERSTANDING IMPORTANCE OF PROFESSIONAL ORGANIZATIONS

UNDERSTAND LINKAGES BETWEEN BUSINESS WORLD AND EDUCATION

## GROUP 4

Activities in which professionally-trained community leaders engage as they attempt to develop community fall into three categories:

1. Technical Activities

   Examples
   - identifying leadership in community
   - identifying needs/values/wants/community resources
   - referring
   - organizing
   - marketing
   - supervising
   - coordinating
   - negotiating
   - evaluating
   - politicking
   - problem-solving
   - communicating
   - researching

2. Conceptual Activities

   Examples
   - analyzing
   - synthesizing
   - planning
   - interpreting
   - politicking
   - keeping perspective

3. Human-type Activities

   Examples
   - creating a positive climate
   - avoiding
   - communicating
   - politicking

Leadership skills required to implement the activities specified include the following considerations:

1. Recognition of the political realities of the communities in which the community leader serves.
2. There are three basic categories of skills: human, technical, and conceptual.
3. It is necessary that the training of community leaders include learning experiences that include the same basic skills, but there must be understanding of the change in the settings and the complexity of those settings in which those skills are practiced (taught), and with different priorities.
4. It is suggested that these basic skills have two areas of focus: (a) Ideal (Leadership Skills); and (b) Survival Skills.

Examples of Survival Skills include:

- identify, understand, and "deal with" diverse populations
- awareness of and ability to deal with security/insecurity
- delegation skills
- style-flex=ability to vary
- negotiation skills
- compromise/conflict skills
- group dynamic skills
- development of a support system
- crisis management
- prioritization skills

Specific pre-service and in-service graduate training strategies appropriate to development of the leadership skills include the following:

1. Laboratory/clinical settings
2. Internship experiences
3. Team learning
    - for product produced
    - for process utilized
4. Student negotiation of program (alternatives)
5. Role playing
6. Structured internalization processes for students

7. "Practice" sessions

8. Team teaching of interrole/interdisciplinary in nature. ex. College Professor and Superintendent.

9. Involvement of individuals from outside field of education in planning programs and experiences

10. Utilization of the Extension Model, wherein university liaison person interacts with area practitioners on identified issues in a structured manner.

11. Related to internship experiences, "contract" with the student for follow-up, evaluation, etc.

12. Utilize an Advisory Council (with "teeth") for departments that include both practitioners as well as students.

13. Utilize multi-disciplinary experts in various areas for input, shaping, etc. (Those who have expertise in social psychology, group dynamics, etc., who are in positions which influence the "positive conditions" that promote mutual trust, support, collective action.)

14. Greater utilization of EXTERN programs that bring practicing administrators together on a regular basis over a long period of time for growth experiences under university guidance.

15. Use external resources in the classroom setting; practicing administrators, videotape, etc.

16. Use creative learning assignments/requirements, instead of writing assignments.

17. Recognize different needs for different types of students:
    - full-time
    - part-time

    //

    - practitioners
    - non-practitioners

18. Involve follow-up by professor after a course, including visitation on the site and objective discussion.

19. Stress the proactive not reactive needs of students in the field.

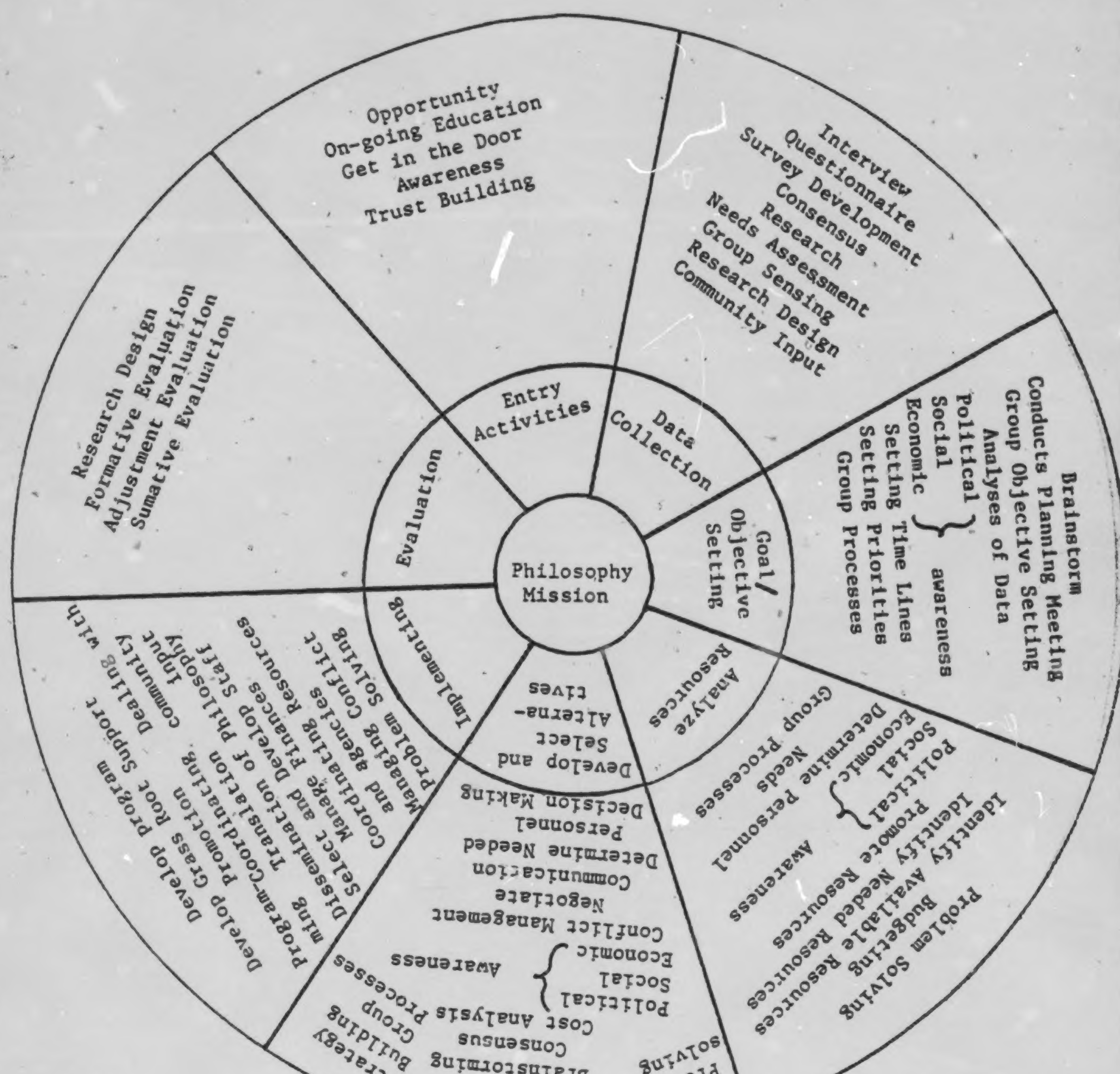
20. Coordinate university research to insure some sort of impact; provide a focus.

## GROUP 5

The group believes that community leadership involves seven steps, namely:

1. Entry
2. Data Collection
3. Goal-setting
4. Analyzing resources
5. Developing and selecting alternatives
6. Implementing
7. Evaluating

The activities and skills associated with each step are implied in the model developed by the group. (See next page)


Philosophy
Mission
Entry Activities
Data Collection
Goal/ Objective Setting
Analyze Resources
Develop and Select Alternatives
Implementing
Evaluation
Opportunity
On-going Education
Get in the Door
Awareness
Trust Building
Interview
Questionnaire
Survey Development
Consensus
Research
Needs Assessment
Group Sensing
Research Design
Community Input
Brainstorm
Conducts Planning Meeting
Group Objective Setting
Analyses of Data
Political
Social
Economic
awareness
Setting Time Lines
Setting Priorities
Group Processes
Problem Solving
Budgeting
Identify Available Resources
Identify Needed Resources
Promote Resources
Political
Social
Economic
Awareness
Determine Personnel
Needs
Group Processes
Problem solving
Brainstorming
Consensus
Cost Analysis
Political
Social
Economic
Awareness
Conflict Management
Negotiate
Communication
Determine Needed
Personnel
Decision Making
Strategy
Building
Group
Processes
Develop program
Develop Grass Root Support
Promotion
Dealing with
Program-Coordinating
community
Translation
Input
ming
Dissemination of Philosophy
Select and Develop Staff
Manage Finances
Coordinating Resources
and agencies
Managing Conflict
Problem Solving
Research Design
Formative Evaluation
Adjustment Evaluation
Sumative Evaluation

Suggested Strategies:

1. Values clarification
2. Experiences in the community - e.g. committees, church groups, unions, etc.
3. Internships at beginning and end of program.
4. Cultural pluralism.
5. Assessment of students prior experience before prescribing program.

Recommendations:

1. Each conference participant should receive a copy of Conference Report.
2. Task forces for future work on training strategies should be formed.

## GROUP 6

1. Communications Activities

- interagency networking
- working with groups
- develop outreach strategies
- counseling
- deals with crises
- clarifies values
- public relations
- negotiates
- trust building
- selective participation
- gives positive reinforcement
- establishes credibility
- projects hope
- marketing
- facilitates groups
- uses media effectively
- uses and screens information
- listens
- can speak in public

2. Professional/Personal Development Activities

- train leaders
- interagency networking
- develop power
- counseling
- organizational development
- deals with crises
- clarifies values
- creative risk taking
- compromising
- trust building
- listens
- can speak in public
- selective participation
- fits into community
- gives positive reinforcement
- facilitates self-assessment
- understands leadership role
- "on the spot" meeting skills
- does self analysis
- harnesses and converts negative energy
- establishes credibility
- works with community which pays and that which does not
- serves community on own
- alert to "burn out"
- understand affects of "world" community
- maintains health and physical fitness

## Professional/Personal Development Activities (Cont'd)

- balances roles
- promotes equity
- confrontation
- knowledgeable resource person
- modeling
- maintains ethics
- develops constituency
- projects hopes
- humility
- develops support system
- hosting/hospitality
- self maintenance
- manages time

## 3. Community Development Activities

- train leaders
- educate people
- team building
- community organizing
- interagency networking
- training of groups
- working with groups
- accountability
- develop outreach strategies
- develop power
- counseling
- organizational development
- deals with crises
- clarifies values
- develops paraprofessionals
- develops volunteers
- creative risk taking
- public relations
- collaborates
- manipulates
- trust building
- synthesizes
- maintains ethics
- uses media effectively
- facilitates groups
- facility supervision
- respects and deals honestly with all elements of community
- demonstrates openness and acceptance
- gives positive reinforcement
- perceives informal structure
- sets goals and objectives
- enhances group and individual self direction
- establishes credibility
- alert to "burn out"
- understands affects of "world" community
- promotes equity
- develops support system
- develops constitutuency
- hosting/hospitality
- causes and processes change

## 4. Administrative/Management Activities

- interagency networking
- evaluation
- program development
- deals with crises
- works with others (delegates)
- organizes
- negotiates
- manipulates
- trust-building
- prioritizes
- writes grant proposals
- gives positive reinforcement
- sets goals and objectives
- develops continuity
- uses statistics
- gathers data
- works with state and federal organizations
- allocates resources
- develops support system
- problem solving
- uses and screens information
- manages time

## 5. Fiscal Activities

- budgeting
- program development
- writes grant proposals
- uses statistics
- gather data
- allocates resources
- marketing

### 6. Political Activities

- identify leadership
- identify power structure
- identify "gate keepers"
- interagency networking
- develop power
- systems analysis
- deal with crises
- works with others (delegates)
- creative risk taking
- compromising
- public relations
- negotiates
- collaborates
- manipulates
- trust building
- sells/inspires
- establishes credibility
- can diagnose
- works with state and federal organizations
- understand affects of "world" community
- uses crises
- allocates resources
- promotes equity
- develops and builds constituency
- hosting/hospitality
- uses media effectively
- causes change
- confrontation
- processes change
- timing
- perceives informal structure

### 7. Planning Activities

- can develop needs/wants/preference assessments
- interagency networking
- accountability
- program development
- systems analysis
- organizes
- collaborates
- manipulates
- synthesizes
- prioritizes
- timing
- perceives informal structure
- sets goals and objectives
- develops continuity
- uses statistics
- gathers data
- can diagnose
- understand affects of "world" community
- uses crises
- allocates resources
- problem solving
- marketing
- causes change
- proactive vs. reactive
- uses and screens information
- manages time

### 8. Effective Use of Community Resources

### 9. State and Operate from a Philosophical Base

Following a question on procedures, two potential models were suggested for consolidating and coordinating all activities needed by leaders of community. These included:

1. self-motivation
2. human relation skills
3. communication skills
4. management/technical skills
5. personnel/image building skills

It was suggested that all ideas mentioned may not be required for graduate training, but are considered essential by some of the participants. It was also indicated that we must realize "we can't be all things to all people."

Recognizing these limitations, the following leadership skills were presented:

to think on your feet
writing
speaking
paraphrase/feedback
active listening
budgeting
risk
proposal writing
be assertive
help a group find consensus
understanding parliamentary procedure
to conduct publicity campaign
utilizing media
to state your message in way that others will hear what you intended
to motivate
decision-making (familiarize experience with models)
situational leadership
how to use proper decorum ("dress for success")
ability to take the heat (thick skinned sensitivity)
to do research
tactful confrontation
ability to argue intellectually, not emotionally (ideas instead of individuals)
maintaining the health of an organization
ability to see appropriate time for dividing the organization
political survival skills
group training (as opposed to classroom teaching) skills and techniques
developing time skills
conference planning (anticipating participants needs) (understanding: scheduling for limitations)
developing varieties of materials and experiences
saying your message in 100+ ways
coping skills -- i.e. stress
select those you can trust
effectively select leaders
getting people to self disclose (talk about self)
perceptive of thinkers: doers to task
personnel selection
provide positive reinforcement
evaluation (continuous and immediate)
schedule for productive use of time
ability to conceptualize/transcend
maintaining physical, mental health
develop community profile
instill self direction

select priorities as it relates to time management
interview techniques
where to get legal information
problem specification/identification
ability to be creative
ability to seek out funding sources
ability to B.S. and grin
distinguishing between formal and informal power structure
how decisions are really made in an organization
rewarding self--but not at the expense of others
skills to keep job in proper perspective
coping skills
drafting interagency agreements
knowing the steps toward contractual relationships
applying fair labor practices
record keeping
negotiating skills
reading body language
technical skills for audio-visual
knowing of existing resources
delegate
making friends with other "skilled" people
exude confidence without arrogance
knowing impact of self on others
value clarification techniques
ability to know your value system and to know when and where to apply it
to select consultants wisely (and to help communities to do this)
understanding others' value systems and its relationships to decision making, group processes, etc.
ability to cut the strings
ability to cut the red tape
designing inservice strategies
diplomacy
learning to ask right questions
speaking the "language of the communities"
ability to get up in the morning when everyone else wants to stay in bed
ability to organize tasks
planning skills
self analysis
do a schema on an organization

Following are several specific training strategies which appear appropriate for improving graduate training for leaders involved in developing community. Whereas some of these processes are being used in some areas, many are not, and, to our knowledge, some are not being used at all. The items are listed in random fashion and do not represent any order of priority.

I. Organize student groups into teams (core groups) for various elements of their learning experience. Activities may/should include:

--an initial, intensive, workshop-type introduction to the program, the field, etc. (one- two-week overview).

--developing (planning and publicizing) as well as implementing a community workshop; i.e., a one-day "community education workshop" for undergraduate teacher preparation students.

--developing, implementing, and facilitating a "community" council-type group for a year; i.e., a local agency/neighborhood/school council. (Work with same council for duration of year.)

--developing an audio-visual aid of some type on community, community education.

--opportunities for group dissertations or theses projects should be made available. This would provide broader potential implications and opportunities for longitudinal studies. Meanwhile, students would be planning comprehensively and for long-range analysis and potentially much greater applicability.

--developing and defending a presentation (written or oral) related to a concept which deals with community in front of practitioners, fellow students and instructors.

--role playing (techniques) situations, such as operating all year long as a "council," constantly evaluating itself as to community; each individual must present a prepared speech, etc.; role play "on-the-spot" crisis situations, etc.

--forming a consultation organization, seeking out a contract with a community agency or school to perform a specific service, obtaining funding, performing the service, and reacting to the client's evaluation of the service.

II. Field experiences and internships are crucial. Following are several recommendations related to these experiences:

--internships should be at the beginning and at the end of any leadership program.

The first should be an apprentice-type internship. Instructor at university should have a small number of students who meet and discuss the theoretical implications of the interns' experiences (on a regular basis).

The second should be more independent and should be simultaneous with a related research project which requires the collection and analysis of raw data and experimentation which may test and/or generate theory.

--there should be close supervision from both the academic and the practical supervisor.

--one form of internship should be with an organization which is not similar to his regular line of work--e.g., community school director may intern with someone in the business community.

--academicians should consider a time period for exchanging positions with persons in the field (i.e., community school coordinators or teachers) and should be accompanied by an intern.

--opportunities should be developed for cooperative, paid internships (with agencies and organizations).

--internships should be purposeful and planned specifically for the purpose of "developing community."

--possibilities should be explored for the placement of inter-institutional interns (working at other centers, etc.).

III. There should be an establishment of an extensive assessment process. One recommendation is for an

ASSESSMENT CENTER--Functions to be included in this process and/or center follow:

--As part of the entrance process for a training program, one should include an extensive checklist of competencies which the trainee uses to rate his or her level of skill development, and a structured set of simulations where observers could rate the trainee's skill level in certain group situations and decision-making dilemmas. The self-ratings and the observer ratings could be used to plan programs to extend strengths and reduce harmful or undesirable effects of weaknesses.

--Other measures to determine levels of skills should be developed and educational experiences should be designed to fill voids.

--Pre-entrance testing is very important and should include traditional and non-traditional instruments (both academic and psychological).

--An assessment process should be developed for student/graduate followup in order to generate periodic feedback to the academicians from the practitioners.

IV. There needs to be a national sharing of ideas and resources. Following are two components of such an effort:

--Establish an Institute for Developing Community which would provide services to all centers for community education and/or universities involved in training community leaders. (Services of such an Institute would include assessment services, computer, research, etc.)

In turn, universities will cooperate with exchange and tranfer of credits. Programs could be exchanged and leaders from different parts of the country could work together on a given issue through a central center.

--Develop a National Community Leadership Training Models Bank which would include a variety of individualized learning modules related to skills and competencies in community education and which could be shared between participating universities and colleges.

V. Individual student activities and projects are critical. Following is a list of a variety of activities which should be included for individual students:

--Each student should have an option to identify several groups with whom he/she would feel uncomfortable. Then the student should design an experience with one of these groups (to overcome fear, to possibly face alienation, to consider possible resources, etc.).

--Students should have the chance to chair meetings; i.e., departmental meetings and various others which are available. This should follow training or skill sessions (as mentioned later).

--Students should write and submit a proposal for funding.

--Students should have read and been exposed to guidelines for federal and state and private funding sources.

VI. Faculty and other academicians should provide varied learning experiences as follows:

--Skill sessions (not necessarily courses for credit) which would deal with specific areas of competence and last from one to eight hours.

Such sessions could provide practical training opportunities in "safe" environments and could be video taped, reviewed and critiqued. Role of group members and facilitators could be evaluated in areas of process and content.

--Increased efforts should be made for interdisciplinary instructional opportunities--crossing university department and college lines when appropriate (both offering existing programs and jointly developing new ones).

--Have courses as "reality-based" as possible--both in design and delivery.

--Specific strategies should be developed to allow greater opportunities for students to direct elements of their own learning experience.

--Learning Centers (individualized) should be developed and should center around skill and competency areas.

STEPS TO BE TAKEN

--Share results of this Conference at Eastern and Western Center Directors' Conferences.

--Assess the split--or imbalance--which is currently existing in universities between field-based programs of study and more traditional on-campus courses.

--Have an invitational conference for decision makers and teams who are willing to react, respond and begin to develop the plans for moving this forward.

--Have enough copies of the report of this Conference available to disseminate them throughout the represented universities and to "significant others" whom the participants select.

--Make the report available through the Federal Clearinghouse.

--Challenge participants of this Conference to begin implementation of these plans without awaiting further direction.

--Have the steering committee determine a listing of positions at universities of key persons who should receive copies of this report.

--Develop an inventory of current activities which are being used to train leaders of community (assess the participants of this Conference).

--Summarize proceedings of this Conference which could be published and circulated throughout the educational world (not just community education).

--Recommend a process similar to the one of this Conference for use at NCEA and other community education conferences.

--Ask NCEA to include this topical area in the development of their national plan.

## GROUP 7

The first task of the group was to identify the activities in which leaders engage. Through a brainstorming process the following activities were identified:

Activities Community Leaders Engage In:

- Goal setting
- Problem solving
- Role playing
- Delegation
- Networking
- Scanning the environment
- Decision making
- Moralizing-ethic behavior
- Needs assessment
- Resource assessment
- Non-involvement
- Passivity
- Influencing others
- Interacting with media
- Brainstorming
- Leading groups
- Counseling
- CYA
- Reflection
- Strategizing
- Action
- Planning
- Evaluating
- Training
- Interpersonal relationships
- Supervising
- Mediating
- Facilitating
- Administering
- Vacationing
- Presenting
- Organizing
- Researching
- Developing support systems
- Using support systems
- Finding support systems
- Dealing with conflict
- Listening
- Promoting
- Communicating
- Understanding politics
- Budgeting
- Proposal writing
- Managing time
- Defining terms
- Translating jargon
- Knowledge of jargon
- Fund raising
- Write
- Graphic
- Develop personal community
- Street smarts
- Vision to articulate
- Development of a knowledge base
- Discipline
- Patience
- Social interaction
- Understanding different cultures
- Reprimanding
- Encouraging
- Taking blame
- Intepreting
- Cooperating
- Supporting
- Analyzing
- Coordinating
- Resource development
- Brokering
- Bartering
- Raising issues
- Assisting in discovering needs
- Awareness
- Consciousness raising

From this list of activities, five major activities were synthesized. They are:

1. Conceptual
2. Managing/Administering
3. Interpersonal Relations
4. Public Relations
5. Financing

From these synthesis, a model was developed to illustrate the major key activities. The model was as follows:

### Original Model

#### ADMINISTRATIVE

Managing

- Time Mangement
- Goal Setting
- Problem Solving
- Delegation

Organizing

- Local Politics
- Networking
- Support Systems

Finance

- Budgeting
- Fund raising
- Proposal Writing

Evaluation

#### PERSONNEL

Public Relations

- Writing
- Promoting
- Communication

Interpersonal Relations

- Conflict Management
- Listening
- Counseling

Skills Development

- Training
- Consciousness Raising

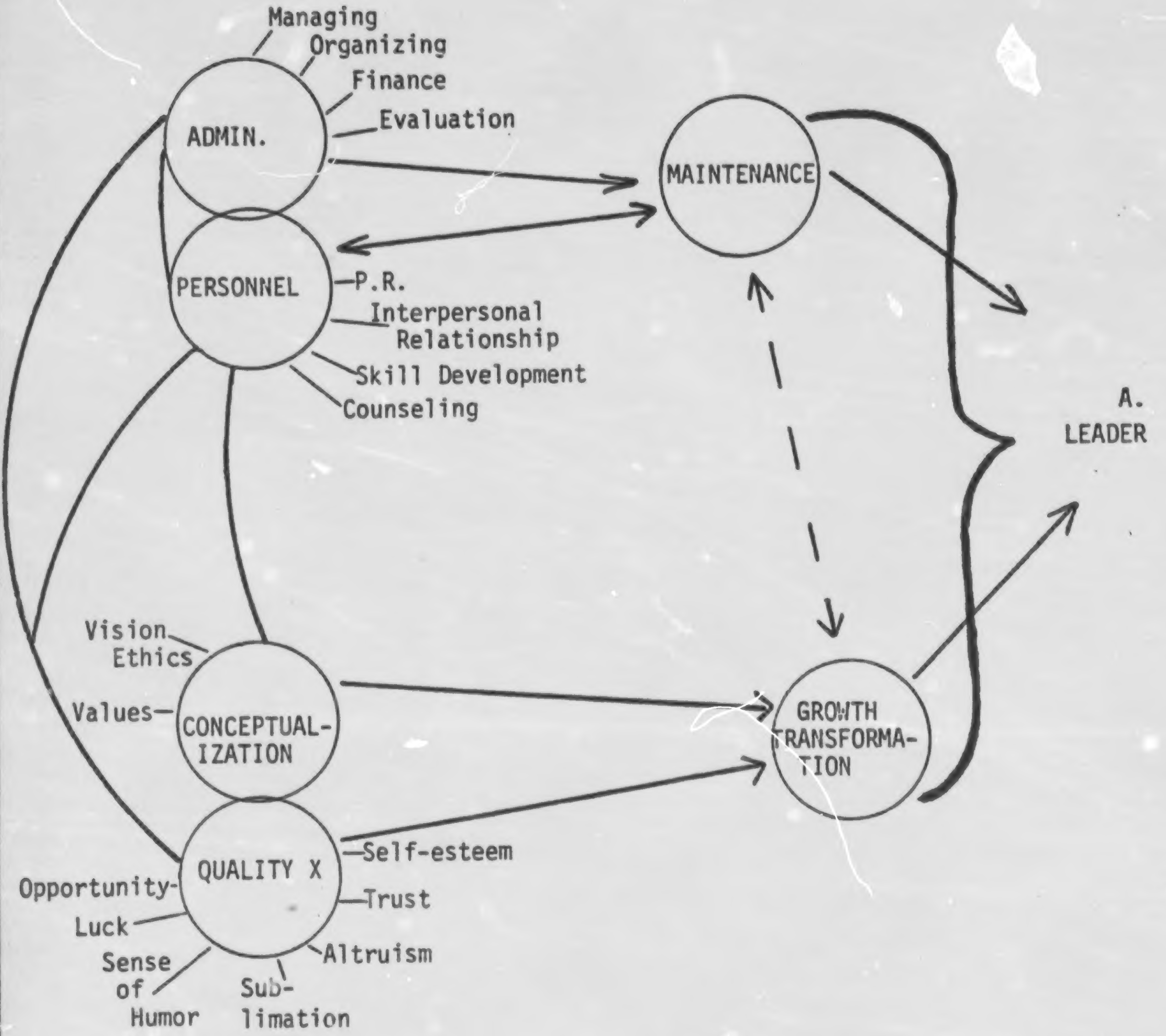
Personal Assessment

**CONCEPTUALIZATION** Base of all leadership

Vision to be articulated
Development of a knowledge base
Futurism
Ethics
Multi-Cultural
Advocating/Educating
Scanning the community

This model was then refined to illustrate the inter-relationships of the activities as well as what we referred to as "quality x", factors influencing leadership but not skills per se. The revised model is as follows:

MODEL 2


Managing
Organizing
Finance
Evaluation
ADMIN.
MAINTENANCE
PERSONNEL
P.R.
Interpersonal Relationship
Skill Development
Counseling
A. LEADER
Vision
Ethics
Values
CONCEPTUAL-IZATION
GROWTH TRANSFORMA-TION
QUALITY X
Self-esteem
Trust
Altruism
Sub-limation
Sense of Humor
Luck
Opportunity

Model needs to represent spiral idea from Group 7 Report. Growth allows movement to a higher orbit of functioning. Maintenance is training. Conceptual growth is education.

Having identified a working model, the group then turned to specific skills. It was our belief that the other groups were doing much work with the maintenance activities of administration and personnel. It was decided that the conceptual skills were essential and most difficult to deal with; therefore, we would plug other groups' work into our maintenance area, and we would concentrate on the conceptual area. The following conceptual skills ere identified:

Divergent Thinking
Predicting
Fantasizing
Open Mindedness
Ability To See Interconnectedness
Analysis
Interpreting
Prioritizing
Manipulate Symbols And Signs
Ability To Communicate Vision
Creating Opportunities
Risk Taking
Caring
Establishing Self-esteem
Creating a Sense of Humor
Creating a World View

Having identified conceptual skills and activities for growth orientation, the following strategies were identified to develop conceptual skills:

Strategies: for that piece called Conceptual/X

- Case study
- Immersion
- Interdisciplinary Courses
- Cross Intersystemic
- Cross Cultural Internship
- Interactive Group Experience
  - Clarification activities
  - Long-term semi-structured experience as part of internship
- Simulations
  - Role playing
- Group Experience
  - Small group interaction with leaders of different styles
  - Use a variety of methods; observation/experiences make sense
- Intensive one on one situations between:
  - Students and Teachers
  - Teachers and Teachers
  - Students and Students

- Non-specialized Program
  - Integration
  - Behavioral sciences courses
    - Anthropology, Sociology, Psychology
- Retreats and Fantasies
  - For debriefings, post-practicums
  - For identifying leaders/leadership
- Supervised Internship
  - As legitimate/valid learning
  - Fewer students
- Supervision as cooperative planning
- Direct relationship between teaching and cooperative planning of internship i.e. - legitimate learning experience is this instruction.
- Emphasis on the legitimate matching of field experiences with debriefing, small group interactions, retreats, simulations, etc.
  - May mean less formal classroom settings
- Get more money
- Series of on-going, sustained, supported activities to develop leadership:
  - i.e. seminars, symposia, workshops, etc.
- Use of practicing professional leaders in on-going series
- Job exchange/rotation for university professionals

## GROUP 8

Activities in which professionally trained community leaders engage as they attempt to develop community:

--Scouting

- the infra structure - formal structure
- awareness of political scene

--Creating a productive environment

- to persuade
- to enable
- to encourage
- to foster cooperation and high morals
- to develop subordinates
- to sense needs of subordinates
- to communicate trust
- exercise moral leadership
- instill confidence

--To communicate

- to listen
- to read body language
- to lead as well as follow
- to teach
- to verbalize

--To know self

to manage own ego
to use simple words
to learn from past

-to see one's self as seen by others
-to develop a sense of humor
-ability to relax
-retire gracefully
-take a vacation
-evaluate self

--Risk taking

to take a risk
to accept a loss

-dismantling the organization
-to change

--Planning

to see future ramifications

--Systematic investigation

to assess needs of the community
to analyze problems
to analyze information
to interpret feedback
reading and interpreting literature
anticipate problems
to learn from past

--Managing the organization

conduct meetings
manage conflict
organize others
identify other self interest
to delegate
to accept different ideas
to work with all kinds of persons
to facilitate
to conceptualize a process
to see whole organization
to prioritize
to develop and coordinate programs
to make decisions
to share power
to be innovative
to delegate
willingness to seek divergence
hire, fire, interview
ability to say yes, no, etc.
to confront
to manage the budget -- raising funds
to manage time

--Leading

conflict management
sense of humor
  -ability to relax
  -retire gracefully
  -take a vacation

Training Strategies

| Skill | Strategy |
|---|---|
| - systematic investigation | laboratory experience<br>field experience<br>classroom<br>self instruction<br>workshops |
| - sales and negotiations | laboratory experience<br>field experience<br>workshops and seminars<br>professional and peer supervision |
| - communication skill | laboratory experience<br>field experience<br>formal classroom<br>workshops and seminars<br>professional supervision<br>demonstration |
| - group process | laboratory experience<br>field experience<br>formal classroom<br>workshop and seminars<br>professional supervision<br>professional and peer supervision<br>demonstration |
| - confronting | laboratory experience<br>field experience<br>formal classroom<br>workshop and seminars<br>professional supervision<br>professional and peer supervision |

| Skill | Strategy |
|---|---|
| - conflict management | laboratory experience<br>field experience<br>classroom<br>self instruction<br>workshops and seminars<br>professional and peer supervision<br>demonstration |
| - decision making | laboratory experience<br>field experience<br>classroom<br>self instruction<br>workshops and seminars<br>professional and peer supervision<br>demonstration |

Follow up steps for implementing graduate training:

1. Call the professional trainers together to share information and develop changes.
2. Process used to arrive at this product should be examined. Was it effective? How can it be improved?
3. Don't start from scratch in the process. Start with information already known.

## GROUP 9

The professionally trained community leader:

Understands the role of coalitions
Functions with coalitions
Engages in conflict management
Participates in group processes
Raises funds
Engages in the grantsmanship process
Mobilizes and utilizes human and material resources
Exhibits patience and timing
Practices and encourages creativity
Engages in public speaking
Walks on water
Manages time
Facilitates brainstorming activities
Causes thunderstorms
Sells

Communicates
Facilitates communication
Develops public relations
Makes decisions
Gathers, Analyzes and disseminates information
Leaps tall buildings at a single bound
Evaluates
Completes reports
Listens
Makes personnel decisions
Interviews
Trains
Disciplines
Develops and administers budgets
Demonstrates detailed understanding of organization
"Senses" community
Develops organizational climate conducive to maximum human contribution
Develops support services
Evidences more power than a locomotive
Analyzes and utilizes formal and informal power structures
Manipulates (shapes consensus)
Develops other leaders
Solves problems
Teaches
Preaches
Reflects
Develops self-awareness
Gives and takes responsibility
Takes risks
Promotes personal and staff development
Demonstrates confidence
Exudes and acts upon a committed philosophy
Develops an awareness of other disciplines
Attends and participates in meetings

Group #9 decided that it would be impossible to outline skills related to the 49 activities presented in our first report. Hence, we decided to look at three activities and do an in-depth analysis of the skills required to implement these three activities.

Activity #1 "'Senses' Community"

Skills -

1. Communication skills
2. Creative skills

Activity #2 "Gathers, Analyzes and Disseminates Information"

Skills -

1. Research skills
2. Statistical skills
3. Prioritizing skills

Activity #3 "Exudes and Acts Upon Committed Philosophy"

Skills -

1. Self awareness skills
2. Reflective skills
3. Self-confidence skills
4. Value development skills

During the afternoon session Group #9 will provide a detailed breakdown of the general skill areas outlined above and will analyze graduate training strategies appropriate to the development of these skills.

Activity #1 "'Senses' Community"

General Skills

1A. Communication and Perceptual Skills

- 1A1. listening skills
- 1A2. empathizing skills
- 1A3. meeting people skills
- 1A4. questioning skills
- 1A5. speaking skills
- 1A6. inter-personal skills
- 1A7. "packaging oneself" skills
- 1A8. non-verbal awareness skills

1B. Research Skills

- 1B1. library skills
- 1B2. data source identification skills
- 1B3. research design skills

1C. Observation Skills

Activity #2 "Gathers, Analyzes and Disseminates Information"

General Skills

2A. Research Skills

2B. Statistical Skills

2C. Prioritizing Skills

2D. Synthesizing Skills

Activity #3 "Exudes and Acts Upon Committed Philosophy"

General Skills

3A. Self-analysis Skills

3B. Translates understanding of theory, philosophies, and other disciplines into practice.

The concensus of the group was that graduate training needs to be totally individualized and personalized. In order to implement strategies it is first necessary to determine the strengths and weaknesses of the individual graduate student. The strategy of personalization, as outlined below, provides a basis for all subsequent training activities for the individual student.

### Strategy

1. Individualized Education Plan (IEP)
    - A. Testing, e.g. cognitive style mapping, personality testing, Reddin 3-D, etc.
    - B. Personal and significant other validation of test results
    - C. Interpretation of test results
    - D. Personal goal setting
    - E. Prescription of learning methods and tactics
2. Follow up on IEP
    - A. A plethora of learning activities based upon the above. This might include field experiences, course work, personal journals, etc., etc.

# IMPLICATIONS FOR GRADUATE TRAINING PROGRAMS

# IMPLICATIONS FOR GRADUATE TRAINING PROGRAMS

Participants in the Conference on Graduate Training for Developing Community were asked to give particular attention to four factors as they impact graduate training programs for community leaders:

## I. A DEFINITION OF COMMUNITY TO INCLUDE MORE THAN GEOGRAPHICAL AND POLITICAL TERRITORY.

Much of the literature in the field of community education implies a definition of community which is limited primarily to school and neighborhood geographical or political boundaries. More specifically, many of the writers in the community education field address community education programming as if it were limited to the elementary school catchment area. Such a definition of community is too limiting for purposes of those currently engaged in preparing community leaders for the 1980's.

Growing numbers of those trained to develop community in the 1980's and beyond will find it necessary to lead in the development of community within the organizations in which they are employed as well as providing leadership to build community in the broader neighborhood served by the employing organization. Further, many of those trained to develop community in the future may find not one but many communities of interest within the neighborhoods they purport to serve. Hence, for the concept "community" to have meaning it must be defined not simply as territory but rather as a condition among people which results in mutual trust and support and which makes possible collective group action. To be sure, "community" so defined can be identified within an elementary school neighborhood but it is by no means limited to such a territorial definition.

Because of concern with a broadened definition of community, participants in this Conference identified activities and skills not usually considered essential to the development of community leaders. For example, in addition to the leadership and management activities usually associated with community leadership, participants identified such activities as:

maintaining organizational health

modifying behavior

managing personal and organizational stress

team building

politicking

trust building

establishing credibility

manipulating

rewarding

developing support systems

hosting

data gathering

screening information

identifying informal structures within the organization

fantasizing

dismantling organizations

conceptualizing the organization and the interrelatedness of its parts

developing an organizational climate conducive to maximum human contribution

Suffice it to say, activities such as those indicated above imply skill requirements beyond those identified through recent studies in the field of community education. (Lisicich, 1976; Miller, 1977; and Mullarney, 1977). Many of such skills are reported in the work group summaries section of this report. An example of such skill delineation is included here to illustrate the implications of a broadened definition of community.

Although several groups dealt with the skills involved in "developing an organizational climate conducive to maximum human contribution," one group's efforts alone produced the following required skills:

ability to persuade
ability to enable
ability to encourage
ability to foster cooperation
ability to develop subordinates
ability to sense needs of subordinates
ability to communicate trust
ability to exercise moral leadership
ability to instill confidence

If community is indeed a condition among people which results in mutual trust and support and which makes possible collective group action, then:

A. Community leadership may be exercised wherever groups of people wish to develop community.

B. Those training for community leadership must be prepared to provide such leadership in business organizations, social agencies, health and human service agencies, schools, service clubs, and neighborhoods. That is, leadership opportunities may be present wherever groups of people exist.

C. Opportunities for placement of those professionally trained as community leaders in agencies and organizations such as those indicated in B above are likely to increase in the years immediately ahead.

D. Field training opportunities need to be provided for graduate students preparing for community leadership in a variety of settings including but not limited to the school.

E. The raw material generated during this Conference should be used to identify those skills required for developing community in addition to those previously cited in the literature.

## II. THE CHANGING NATURE OF COMMUNITY EXPECTATIONS FOR PROFESSIONAL LEADERSHIP.

There seems little doubt that there has been a decided shift in the expectations held by many grassroots community groups for trained professional leadership. (Perlman, 1976). Whereas, prior to the 1960's, many community groups expected professional leadership to identify and resolve community problems, most grassroots community groups now appear to be seeking professional help in training local leaders in problem identification and resolution. While such a shift does not appear to minimize the importance of the professional in community leadership, it may indicate a change in role and hence in the skills required for successful leadership.

In order to insure that the issue of grassroots leadership expectations was addressed during the Conference, a number of local community leaders were asked to participate. Substantive participation by grassroots community members and recognition by many professionally trained leaders that the expectations for community leaders are changing resulted in the identification of a number of leadership skills directed toward meeting community expectations. Included among the skills required to satisfy grassroots community expectations for leadership were:

ability to manage conflict

ability to manage stress

ability to utilize local community resources

ability to listen

ability to nurture

ability to bend rules

ability to train local leaders

ability to negotiate

ability to propose tentative solutions

ability to assess need

ability to create linkages

ability to identify resources

ability to assist groups to organize

ability to support local leadership

ability to monitor and evaluate group performance

ability to develop relationships with opinion leaders

ability to mediate

ability to accept personal limitations

ability to delegate responsibility and authority

ability to tolerate frustration

ability to accept group decisions

ability to mobilize support

ability to predict trends

ability to deal with diverse populations

ability to collect and present data

ability to clarify values

ability to give positive reinforcement

ability to promote equity

ability to develop a constituency

ability to establish credibility

ability to cut red tape

ability to talk the language of the community

ability to create opportunities for leadership

ability to take risks with people

ability to share power

ability to retire gracefully

ability to conceptualize the entire organization

If, indeed, there has been a shift in leadership expectations by grassroots community groups, then:

A. Those training community leaders at the graduate level would do well to examine the skills identified by the Conference participants as they suggest implications for training programs.

B. The raw materials generated by task groups might be used to identify areas of emphasis in training and strategies to be employed.

C. Greater use of the following training strategies suggested by Conference participants may be in order:

Simulations and clinical training sessions to test stress coping abilities, group leadership techniques, etc.

Internships involving observation and participation under conditions of stress and conflict.

Utilization of experts from disciplines outside education in direct contact with leaders in training.

Utilization of the Extension Model where university personnel interact with area practitioners on issues.

Organization of students into teams (core groups) for various elements of their training programs. (See Work Group Summary - Group 6)

Use of the Assessment Center technique to identify strengths and weaknesses in group leadership.

### III. POSSIBLE ADAPTATION OF LEADERSHIP TRAINING STRATEGIES EMPLOYED BY SUCH GROUPS AS THE AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT, INDUSTRIAL ORGANIZATIONS, THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS AND THE UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION.

A paper entitled "Organization Development Strategies Applied to Community Education" (Ault, 1979) was shared with all Conference participants prior to the Conference to suggest that certain strategies employed by those engaged in training developers of community outside the university context might be utilized in the training of community leaders within the university setting. Certainly, university trainers of community leaders can afford neither the time nor the resources required to reinvent strategies already utilized successfully by others. The reader of this report will observe a number of strategies suggested by work groups which represent adaptations of successful strategies employed elsewhere.

### IV. THE UTILIZATION OF A FRAMEWORK FOR ANALYZING ADVANCED TRAINING PROGRAMS.

Most graduate level programs for training developers of community represented at this Conference appear to have evolved from programs designed to train school-based administrators. As such, they tend to have strong components for training in school management. Yet, the activities identified and the consequent skill needs specified by task groups in this Conference indicate required competencies in a number of areas in addition to school management including:

A knowledge base in disciplines outside education - particularly the social and behavioral sciences.

Technical skills in group analysis and leadership.

Personal qualities of trust, humor, empathy, etc.

Ability to conceptualize organizational and group structures.

Ability to articulate concepts associated with community leadership.

Improvement of graduate level training programs designed to train developers of community probably requires more than simply modifying existing curricula. In fact, based upon preliminary conclusions drawn from the results of work group efforts in this Conference, it seems likely that complete revision of the training curricula in most institutions represented at the Conference is indicated. (See Work Group Summaries). However, institutions undertaking such revisions will require some framework for analysis of existing curricula and development of additional goals and strategies appropriate to training for the leadership skills required to develop community. Such a framework will need to take account of the positions community leaders will occupy (the setting for leadership), the field problems which are likely to be encountered (projections of skill requirements), the knowledge bases required to conceptualize the community leadership situation (bases for analysis and planning) and the theory base required to assure that the community leader can articulate the concepts implied in his/her chosen field of work. (Theory of community leadership).

Such a framework has been developed by Cookingham (1979). A summary of Cookingham's suggested framework appears elsewhere in this report. Requests for copies of the complete paper entitled "A Framework for Analyzing Advanced Training Programs for the Development of Community" may be addressed to the Center for Community Leadership Training, Western Michigan University, Kalamazoo, Michigan.

The Conference intended to begin the process of examining graduate level training programs for developing community appears to have accomplished its purpose. Next steps are in order.

The fact that participants reported high satisfaction with their involvement in Conference activities does not assure improvements in graduate level training programs for the preparation of community leaders. It is hoped, however, that the raw material generated by Conference participants may now be utilized to stimulate improvements in graduate level training programs. To that end, two immediate steps are contemplated:

1. Copies of the Conference Report are being disseminated to all Conference participants and to strategic agencies concerned with developing community.
2. A group charged with responsibility to recommend appropriate follow-up activities is to be convened in the Fall of 1979.

Although specific action beyond dissemination of the Conference Report is to be delayed pending recommendations by the group convened for that purpose, several possible follow-up activities appear to be indicated, including:

1. A task force charged with responsibility to utilize the raw material generated by the Conference to further refine and clarify the definition of community and to specify the consequent skills required of those providing community leadership.

2. A task force charged to study placement patterns among graduates of community leadership training programs over the past five years.

3. A task force charged to study possible future placement opportunities and implications of such placement for training of community leaders.

4. A task force charged to study field experiences provided in training programs aimed at preparing community leaders.

5. A coalition of institutions interested in utilizing the Cookingham model or other frameworks for assessing strengths and weaknesses in their training programs.

6. An investigation of training strategies used by trainers in addition to university community leadership trainers with recommended adaptations to university graduate training programs.

# CONFERENCE EVALUATION

# CONFERENCE EVALUATION

Participants were asked in the final session to respond to a check sheet evaluating each Conference session and to make suggestions for future conferences. A copy of the Evaluation Form is included here along with a summary of participant responses including selected comments by participants.

Following the Conference, William Grimshaw of the Mott Foundation prepared evaluative observations for the Vice President of the Mott Foundation. With his permission, excerpts from Grimshaw's observations are included here.

# EXCERPTS FROM OBSERVATIONS BY WILLIAM GRIMSHAW

Overall, I found the Conference a very satisfactory start on the reexamination of graduate training for developing community. The reexamination was, I sense, a new departure, formally, in community education, at a national level.

The implications, I believe, are these: 1) the participants are ready to substantively continue their cooperation in helping to reshape the leadership purposes and training, introduced by Conference's goals; 2) the conferees likely will encourage their community education colleagues to become discussants on the issues, and even to invite representatives from other disciplines (sociology, social work, health, economics, community planning, etc.) to enter the discussions; 3) inclusion of other disciplines' representatives should precipitate sharing of views, needs for cooperative effort in leadership development, and many improvements in ways to serve and improve community development through leadership development at all levels of community structure; 4) new opportunities should appear for the university's community educator and associated faculty to train graduate candidates (and others, hopefully) for diverse community leadership roles; 5) Weaver and other leaders are prepared I think, to take the next step of working with and through present and future participants to broaden and deepen community educators' concepts of the roles, functions, and required skills for developing community, and to see to it that the concepts become practices.

# EVALUATION FORM

Western Michigan University
Community Leadership Training Center

## CONFERENCE ON GRADUATE TRAINING FOR DEVELOPING COMMUNITY

Kalamazoo Center/Hilton
Kalamazoo, Michigan
April 5-6, 1979

## CONFERENCE GOALS

1. To generate information leading to improved training strategies in institutions providing training for developing community.
2. To generate increased participant awareness of and commitment to improved graduate training for developing community.

## CONFERENCE OBJECTIVES

1. To determine activities in which professionally trained community leaders engage as they attempt to develop community.
2. To identify leadership skills required to implement the activities specified above.
3. To specify graduate training strategies appropriate to development of the skills specified above.
4. To detail steps to be taken immediately following the conference to encourage improvement in graduate training for leaders involved in developing community.

## CONFERENCE EVALUATION

Please respond to the items to be evaluated using the following scale:

5 = strongly agree
4 = agree
3 = uncertain
2 = disagree
1 = strongly disagree

Keeping in mind the overall focus suggested by stated goals and objectives of the conference, please indicate, by circling appropriate numbers, the extent to which you agree that conference components specified below were beneficial to you.

| | Strongly Agree | | | | Strongly Disagree |
|---|---|---|---|---|---|
| 1. Materials mailed prior to the conference | 5 | 4 | 3 | 2 | 1 |
| 2. Opening session: Conference charge | 5 | 4 | 3 | 2 | 1 |
| 3. Work Group Session #1 (Activities): | | | | | |
| A. Discussion management | 5 | 4 | 3 | 2 | 1 |
| B. Group output | 5 | 4 | 3 | 2 | 1 |
| 5. Reception - WMU Student Center | 5 | 4 | 3 | 2 | 1 |
| 6. Guest Speaker, Thursday evening | 5 | 4 | 3 | 2 | 1 |
| 7. Friday morning - Guest reactors to initial work group output | 5 | 4 | 3 | 2 | 1 |
| 8. Work Group Session #2 (Skills): | | | | | |
| A. Discussion management | 5 | 4 | 3 | 2 | 1 |
| B. Group output | 5 | 4 | 3 | 2 | 1 |
| 10. Work Group Session #3 (Strategies): | | | | | |
| A. Discussion management | 5 | 4 | 3 | 2 | 1 |
| B. Group output | 5 | 4 | 3 | 2 | 1 |
| 12. Friday afternoon, General Session | | | | | |
| A. Critiques by Conference observers | 5 | 4 | 3 | 2 | 1 |
| B. Ensuing participants' discussion | 5 | 4 | 3 | 2 | 1 |

In addition, please rate the following items, using Excellent (5) and Very Poor (1) to denote positive and negative extremes, respectively, again circling the number nearest your position on each.

| | Excellent | | | | Very Poor |
|---|---|---|---|---|---|
| 14. Relevance of Conference focus | 5 | 4 | 3 | 2 | 1 |
| 15. Overall Conference format | 5 | 4 | 3 | 2 | 1 |
| 16. Definition of Conference task | 5 | 4 | 3 | 2 | 1 |
| 17. Clarity of Conference goals and objectives | 5 | 4 | 3 | 2 | 1 |
| 18. Activities/Skills/Strategies framework for discussion | 5 | 4 | 3 | 2 | 1 |
| 19. Conference facilities | 5 | 4 | 3 | 2 | 1 |
| 20. Overnight accomodations | 5 | 4 | 3 | 2 | 1 |
| 21. Quality of food | 5 | 4 | 3 | 2 | 1 |

We would welcome any comments you would like to make with respect to this conference______

as well as suggestions for future conferences of this nature, resources permitting______

Thank you for taking the time to complete this evaluation!

## SUMMARY OF CONFERENCE RESPONSES

### CONFERENCE EVALUATION
### CONFERENCE ON GRADUATE TRAINING FOR DEVELOPING COMMUNITY
### APRIL 5 AND 6, 1979

| | | Mean Response |
|---|---|---|
| 1. | Materials mailed prior to the Conference | 3.95 |
| 2. | Opening session: Conference charge | 4.16 |
| 3. | Work Group Session #1 (Activities): | |
| | A. Discussion management | 3.86 |
| | B. Group output | 3.78 |
| 5. | Reception - WMU Student Center | 4.03 |
| 6. | Guest Speaker, Thursday evening | 3.65 |
| 7. | Friday morning - Guest reactors to initial work group output | 3.35 |
| 8. | Work Group Session #2 (Skills): | |
| | A. Discussion management | 3.98 |
| | B. Group output | 3.63 |
| 10. | Work Group Session #3 (Strategies): | |
| | A. Discussion management | 4.16 |
| | B. Group output | 3.91 |
| 12. | Friday afternoon, General Session | |
| | A. Critiques by Conference observers | 3.92 |
| | B. Ensuing participants' discussion | 3.66 |
| 14. | Relevance of Conference focus | 4.43 |
| 15. | Overall Conference format | 4.06 |
| 16. | Definition of Conference task | 4.12 |
| 17. | Clarity of Conference goals and objectives | 4.08 |
| 18. | Activities/Skills/Strategies framework for discussion | 3.85 |

| | Mean Response |
|---|---|
| 19. Conference facilities | 4.47 |
| 20. Overnight accommodations | 4.67 |
| 21. Quality of food | 4.21 |

## SELECTED COMMENTS

Appreciated the opportunity to be a part of this venture which will help us to sharpen and focus our thinking with regard to this critically needed area of graduate training in community - would like to see us embrace Community Education.

Good job.

Good theme - need to broaden the group involved.

There was not sufficient time for reaching closure on the final phase (recommendations for immediate implementation).

My personal feeling is that a good deal of the materials (output) could have been prepared by staff ahead of the Conference because of common acceptance. Then the Conference could have been more productive in locating "special" activities, skills, and strategies. "Production" was not a major accomplishment. Process was good. Final session made participants feel a sense of considerable success.

Who better to discuss "improved" graduate training for leaders than the trainers themselves. In our group, each person made the effort to be realistic (hurting all the time) and bought into the process.

The number 4 objective was probably the most important objective and the least amount of time given to it as a discussion item. We never really detailed recommendations for the future training of graduate students in community.

The materials mailed out earlier were not really used. It would be good to have people from outside education to tell us what should be taught.

Idea is excellent and there should be a follow up relating to upgrading of "individual learning" for all graduate students in the field of Community Development. Topic could be "new trends" or changing emphasis, etc.

Let's do it again.

The definitions for activities, community, etc. could be written using a little less jargon to avoid the problem of returning to community in the community school frame of reference for example. I also believe that responses to this instrument will be a function of the group one was working in.

A good beginning--further work must follow!

Facilities for small groups poor -- no overhead lighting, table cloths are hard to write on, comfortable furniture in the way. Materials (packets, output summaries) well done -- really helped. Process instructions could have been more detailed, but the group was not seriously blocked at any point.

I believe that interactions between groups after first session were counterproductive to group goals (groups found out others were moving very slow hence low expectation in own group).

We had some tough moments struggling in the group, but the final session went quite far in bringing things together. Perhaps, the group made recommendations for strategies that may prove fruitful to future graduate students. I appreciated the invitation of those community leaders who are working within an organizational setting.

I will be searching for credibility in the goal application of this Conference. Legitimate skills and subsequent strategies should be implemented. If indeed you ask for practical change from those who need it and believe others in the future would benefit from it, your challenge is to make these changes, a true reality.

This was an intensive Conference and I felt the level of productivity decline Friday afternoon. Perhaps we bit off too much for a 1 1/2 day Conference. Perhaps we needed a relaxing break during the day on Friday.

There's a real confusion regarding community leaders vs. community educators. Community leaders by definition are indigenous. Community educators may function as developers of community resources and leaders. (and should do so)

Not enough time to accomplish tasks. Another 1/2 day would have been helpful. Longer than two days things would have bogged down too much.

Too much expected to go from ground up to build a graduate training program for leaders. We needed more time.

Good start. Would suggest field based advisory committees to work with the higher ed institutions in analyzing and utilizing data generated by the Conference.

Pre-planning lent much quality - Facility excellent and lent much quality also - "I" felt we never got to topic of "community", but spent time on leadership only (I may have been alone in this feeling, but it proved the only disappointment of the Conference to me).

It would seem to me that since the leadership concept is really an influence process and is situational, we might have spent some time on defining this. - In effect, it might have set some additional parameters for our discussions. Ed Admin-Leadership training, if it is to be innovative/unique should probably focus on those aspects of leadership which help the leader influence people. Some of these aspects were addressed in the Conference and maybe this could be the approach for a future Conference. We need to zero-in on these kinds of things!

Enjoyed meeting with colleagues. We had a diverse, intelligent, exciting, committed committee. Good work sessions. Stated goal of Conference seemed difficult to accomplish. Thought it was good to be asked what I thought. Enjoyed being here! Thank you!

It was a good first step - need to dream, imagine, create in much more intense way.

Given group composition, 1 1/2 days are ideal, no more time needed. 1/2 day first I strongly agree with, doesn't really provide enough time for anyone to really get anyone mad to a great extent (hopefully).

Allow for nebulousness!! It is needed!

Need more exploration of models of graduate education for community.

Perhaps some information can be obtained in advance from Conference participants. This would also give the participants more framework for thought processes before they come to the Conference.

Get planning committee back together to "hear" and react to results. Meet again and take one narrow topic at a time and work through it. Farm-out portions for further action. Allow extra day and some time to further develop community within group - Don, Lee, and Crew: Excellent in everyway and a pleasure to be a part of - keep up the good work!!

Distribute drafts of summary -- developmental work to be done with the Conference outcomes -- give us a chance to react to your reactions.

A future Conference should be predicated on this distinction. Such a Conference should provide for greater depth rather than a superficial "one-area".

There should be follow-up Conference in near future after participants have received Conference produced document, had time to reflect on idea presented in various discussion groups. The purpose to further clarify and develop a workable plan of action and its implementation. This is something far too important to just meet on and then drop until a year from now.

Monitor the results - six month report.

There seems to be a gap in terms of the purpose of the prior Conference readings - they were seldom referred to in groups - I question whether some in group had read them - the definition for the term "community" that was provided was the crux of the problem (from my point of view), however too many seemed to be addressing the duties that community educators perform vs. those they need to be performing. There were too many professional educators attending this Conference - we do this too often - we need to interact with others outside the "professional education" network who share expertise in addressing issues related to mutual trust and support - leading toward group action - Future Conferences should involve those "others" - Another consideration - too many people from Michigan attended this Conference - there appeared to be (at times) a need to defend or justify what WMU does (in my group).

It may be useful to analyze some of the past graduate dissertations on the training of community school/education directors. Individuals wrote these dissertations, but the dissertations have never been examined by a group such as we had here.

I might suggest bringing in some outsiders from other disciplines who would share their approaches to developing leaders within organization. People like Roland Warren might be an example. If it were somehow possible to start from scratch and develop an ideal kind of training situation, what would it look like.

A Conference is needed to explore how training institutions can implement changes that were discussed.

Acts/skills/strategies for the whole community and community "lay leaders" - empowering the people - How do we achieve the goal of: Instilling a sense of Leadership versus Installing a set of leaders.

Conference of this nature married to the national convention would make the national convention more attractive to me.

Yes more! It was refreshing to come, share, critique, dialogue, etc. rather than listen to an expert - more conferences should be like this.

Time was a factor - future conference should have some reasonable goals or more time should be allocated to the attainment of goals.

Let's do it again - and follow up on next steps.

If the Conference is going to be for "developing community" it should not deal only with community education.

A follow up Conference is definitely needed. We only initiated discussions on community and leadership and how skills and strategies relate to community development and leadership.

Involve more minorities.

Invite more non WMU graduates who would bring a different focus to the concept of leadership as opposed to WMU's philosophy.

Follow up with university and college (heads/deans) for reaction to report - can change take place - if so how.

Certainly need follow-through - need to reflect on materials and respond.

I think the specific task for the task groups (#18 above) was too "technical/mechanical" for this sort of Conference. A task more on the "philosophy/policy/mission/future direction" level would have been more appropriate. I also believe that, from a group process perspective, it would have been preferable for the first group session to have lasted longer before required external interaction so that the groups could have reached some state of maturity before having to break overnight. Despite the above, I want to applaud those who worked to put this together and encourage them to do so again. It was ambitious and the goals were laudable and there was obviously considerable thought and effort in that preparation. Though I think it sometimes missed the mark, I would hope that that is regarded as a useful learning experience in which to build future such conferences. The need is real and it is still there.

Small groups to address specific issues.

Great! Let's do it again a year from now to see if we have been able to have any impact. Also, I believe that when the final written product is turned out, that recorders from each of the individual groups be involved so that clarification, elaboration, and emphasis can be given to the necessarily limited meaning of the group summaries.

Provide materials spinning off from this meeting. Critique them. Seek additional feedback - Come together for future probing.

# APPENDIX A

## CORRESPONDENCE AND AGENDA FOR MEETINGS WITH THE PROGRAM ADVISORY COMMITTEE

October 6 - Letter inviting Participation of the Advisory Committee

Agenda - October 20 Meeting of Advisory Committee

November 17 - Correspondence

January 5 - Correspondence

**WESTERN MICHIGAN UNIVERSITY**

COLLEGE OF EDUCATION
Department of Educational Leadership
Community Leadership Training Center

KALAMAZOO, MICHIGAN
49008

October 6, 1978

Dear

Apropos of our earlier conversation, the purpose of this letter is to ask you to serve on the program advisory committee for a Conference on Community Leadership Training to be held in Kalamazoo on April 5 and 6, 1979 and to remind you of the program advisory committee meeting scheduled for Friday, October 20 at 10:00 a.m. in Room 2308 Sangren Hall at Western Michigan University.

Western Michigan University, along with several other universities across the country, has been involved in training community leaders at the doctoral level over the past 10 years. The graduates of these university leadership training program are in strategic leadership positions in this country and abroad; yet, no concerted effort to assess the impact of such training efforts at the doctoral level has been attempted.

The Charles Stewart Mott Foundation has been asked by Western Michigan University to assist in sponsoring an invitational Conference on Community Leadership Training scheduled for April 5 and 6, 1979 in Kalamazoo. The purposes of the conference are as follows:

1. To synthesize recent developments in the training of community leaders - including the best from all institutions engaged in the training of community educators at the doctoral level.
2. To determine future community leadership roles, positions and placement opportunities.
3. To develop guidelines for community-based internships.

4. To determine critical issues in community leadership training and make recommendations for addressing them.

5. To recommend specific steps to be taken to improve community leadership training including both content and methodology.

In addition to doctoral graduates of Western's program, participants should include leaders from other institutions, agencies and disciplines involved in training community leaders at the doctoral level. We will depend upon input from the program advisory committee to identify those to be invited to participate.

All participants are expected to be producers rather than observers. To this end, raw materials from which recommendations emanate will be shared with participants prior to the conference. The materials will be in the form of resource documents prepared by the Center Staff and updated and revised based upon input from potential participants through a series of mailings between now and April 5. You have the first rough drafts of resource documents intended to elicit responses from potential participants. It is our intention to schedule some time during the planning session on October 20 to get your reactions to these "documents," to improve them prior to the first mailing to participants, and to demonstrate for you how we intend to use the papers in the process of involving the participants between now and April 5.

Remember these are rough drafts and are intended merely to elicit responses at this point.

As sponsor of the conference, Western will cover costs of resource people and conference facilities and will prepare all materials essential to the preparation of participants prior to the conference. We have asked the Mott Foundation to cover costs of meals at the conference and the mailing of materials and conference proceedings. Participants will pay their own travel and hotel costs.

As indicated earlier, our first planning session is scheduled for 10:00 a.m. October 20 in Sangren Hall on Western's Campus. (Maps to the campus and complimentary parking permits are enclosed for those from out of town.) The agenda for that meeting is attached. We hope you will come prepared to:

1. Suggest who should be invited to participate in the conference.
2. Give direction regarding the format for the conference and possible resource people to be included.
3. React to and clarify conference goals.
4. Contribute to an up-date of the documents enclosed.

If you want us to make reservations for overnight accommodations on either October 19 or 20, we will be happy to do so. Please let us know if you wish accommodations.

As I'm sure you know, we have no budget for travel costs of the committee. We hope your organization can cover your travel to Kalamazoo.

We look forward to seeing you on October 20.

Sincerely yours,

Frank Cockingham
Brian Mororney
Lee Vaught
Don Weaver
Conference Planning Team

smd

Enclosures

# AGENDA
# PROGRAM ADVISORY COMMITTEE
# CONFERENCE ON COMMUNITY LEADERSHIP TRAINING
# OCTOBER 20, 1978

10:00 a.m. - 12:00 noon

I. INTRODUCTIONS AND OPENING REMARKS

Norward Roussell, Program Officer, Mott Foundation
Paul Tremper, Executive Director, National Community Education Assn.
Don Weaver, Director, Community Leadership Training Center

II. UPDATE AND COMMITTEE CHARGE - Lee Vaught and Don Weaver

III. ADDITIONS OR MODIFICATIONS TO THE AGENDA

IV. REACTIONS TO AND/OR MODIFICATIONS OF CONFERENCE GOALS

- Discussion Leader - Brian Moroney
- Recorder - Frank Cookingham

V. SUGGESTIONS REGARDING PARTICIPANTS TO BE INVITED

- Discussion Leader - Sonya Monroe-Clay
- Recorder - Velda Allison

12:30 p.m.

LUNCH - Martin Luther King Room
Student Center
Remarks - John Sandberg, Dean, College of Education

1:45 p.m. - 3:30 p.m.

VI. REVIEW OF RESOURCE DOCUMENT STRATEGY

A. Rationale for Use of Resource Documents - Frank Cookingham
B. Small Group Feedback Sessions

Group Leaders and Recorders - Documents RD-01, RD-02
Pat McMahon and Eileen Stryker

Group Leaders and Recorders - Documents RD-03, RD-04, RD-05
Sesta Peekstok and Dan Patterson

3:30 p.m.

VII. WRAP-UP - IMPLICATIONS OF TODAY'S WORK SESSION - NEXT STEPS
-Lee Vaught

4:00 p.m.

VIII. ADJOURNMENT

**WESTERN MICHIGAN UNIVERSITY**

COLLEGE OF EDUCATION
Department of Educational Leadership
Community Leadership Training Center

KALAMAZOO, MICHIGAN
49008

November 17, 1978

Dear

Again, let me emphasize the importance of the advice provided by the Program Advisory Committee to the team planning the April conference. It was not until we began to re-work the conference goals that we realized just how important the input on October 20 had been.

Obviously, we were not able to do all that was recommended. However, I think you will see much of the advisory group's input reflected in the revised goals and the materials to be prepared prior to the conference.

A copy of the letter to go to potential participants and two copies of the response form are enclosed -- one for your files and one to be returned to us to reserve a place at the conference.

Please reserve Friday, January 26 for the next meeting of the Program Advisory Committee. We will have a tentative program format to which we would like your reactions at that time.

Thanks for your help.

Sincerely,

Donald C. Weaver, Director

smd

enc.

**WESTERN MICHIGAN UNIVERSITY**

COLLEGE OF EDUCATION
Department of Educational Leadership
Community Leadership Training Center

KALAMAZOO, MICHIGAN
49008

January 5, 1979

Dear

Plans are on schedule for the Conference on Graduate Training for Developing Community scheduled for April 5 and 6, 1979. Invitations went out to 175 potential participants in November. To date, responses have been received from 100, 60 of whom plan to attend. We are virtually assured of 100 participants which was our goal.

Two materials have been mailed to selected participants to critique:

> Organization Development Strategies Applied to Community Education by Richard Ault
>
> Grassrooting the System by Janice Perlman

Two additional articles are in preparation and will be mailed by mid-January.

The next meeting of the Conference Advisory Committee is scheduled for Friday, January 26 in Kalamazoo. We will meet from 10:00 a.m. to 12:30 p.m. in the Dean's Conference Room, 2308 Sangren Hall on campus and plan to get your response to a number of alternative program formats for the two-day conference. You will be guests of Western Michigan University for lunch on that day. We will share the results of our discussion on the 26th with those committee members unable to attend.

Please indicate your plans for the 26th by returning the enclosed card.

We look forward to an opportunity to discuss the conference program format with you.

Sincerely,

Donald Weaver Lee Vaught Frank Cookingham Pat McMahon
Conference Planning Team

# APPENDIX B

## SAMPLE MATERIALS PREPARED DURING THE PLANNING PROCESS

August 2, 1978 - Invitation to Educational Leadership Department

August 9, 1978 - Information Shared With University Faculty

March 28, 1979 - Correspondence With Editorial Team Members

Definition of Terms

**WESTERN MICHIGAN UNIVERSITY**

COLLEGE OF EDUCATION
Department of Educational Leadership
Community Leadership Training Center

KALAMAZOO, MICHIGAN
49008

DATE: August 2, 1978

TO : Staff - Department of Educational Leadership

Dr. Harold Boles
Dr. Mary Anne Bunda
Dr. James Davenport
Dr. Dorothy McCuskey
Dr. Richard Munsterman
Dr. Rod Roth
Dr. James Sanders
Dr. Maurice Seay
Dr. Carol Sheffer
Dr. Uldis Smidchens
Dr. Daniel Stufflebeam
Dr. William Viall
Dr. Charles Warfield

Fellows - Center for Community Leadership Training

Ms. Velda Allison
Mr. Dale Cook
Mr. Frank Cookingham
Ms. Margaret Gallagher
Mr. Pat McMahon
Mr. Brian Moroney
Ms. Sesta Peekstok
Mr. David Perry
Mr. Donald Spencer
Mr. Terry Tierney

FROM: Don Weaver

RE : A Luncheon Meeting to Discuss The Center for Community Leadership Training

Next Wednesday, August 9, 1978 we would like to invite you to be a guest of the Center for Community Leadership Training at lunch scheduled for Grecos at 12:15 p.m. Over lunch we would like to discuss two matters:

1. A change in emphasis for the Center with the consequent name change.

2. A forthcoming conference on training for community leadership scheduled for April 5 and 6 in Kalamazoo. A number of questions regarding such a conference are unanswered, and we need your advice. Some of those questions are included in the attached memo.

Please complete the attached card and return it in campus mail. We look forward to seeing you on Wednesday, August 9 at 12:15 p.m.

D.C.W.

smd

Attachments

**WESTERN MICHIGAN UNIVERSITY**

COLLEGE OF EDUCATION
Department of Educational Leadership
Community Leadership Training Center

KALAMAZOO, MICHIGAN
49008

DATE: August 9, 1978

TO : Staff of the Center
Staff of Educational Leadership Department

FROM: Don Weaver

RE : Thoughts on a Training Conference

A. The decision to plan and host a working conference on training in Community Education was motivated by the following factors:

1. Due to a number of involvements over the past 10 years, Western is viewed by many in the field as an influential National Community Education Training Center. Hence, a number of institutions across the country involved in training community educators look to us for leadership.

2. Despite the national reputation in training which we enjoy, our program is not that different from a number of others across the country - except possibly for the quality of students it attracts.

We need, therefore, to take a hard look at our preparation program for community leaders with a view toward strengthening it. To provide raw material to assist with that process there are eight recent studies - six of them done at Western, plus an assessment of our own training program in Community Education done by Peter Prout and Brian Moroney.

3. A number of problem areas which must be addressed in the training of community leaders specifically probably apply to the training of educational leaders generally. (e.g., appropriate yet feasible residency requirement, content from other disciplines appropriate to leadership in education). Hence, such a conference could generate useful information for all of us involved in training educational leaders.

4. It is clear that support from outside sources in the future is to be directed toward programs which are experimental and/or innovative. Hopefully, such a conference will generate ideas which will eventuate in innovative proposals for outside funding.

5. Our graduates majoring in Community Education have often expressed a desire to return to campus and renew old acquaintences. Such a conference provides this opportunity.

B. The conference is scheduled for April 5 and 6, 1979 at the Kalamazoo Center.

C. All of our graduates majoring in Community Education are to be invited (approximately 70). No decision regarding others to be invited has been made - any suggestions?

Should we limit the conference to Doctoral graduates or should we include Masters?

Should, then, a selected group of trainers in Community Education from universities other than Western be invited?

What other groups or individuals should be invited?

D. We would like to work with a representative planning committee including Fellows, Staff, Trainers and others.

Any suggestions?

D.C.W.

smd

**WESTERN MICHIGAN UNIVERSITY**

COLLEGE OF EDUCATION
Department of Educational Leadership
Community Leadership Training Center

KALAMAZOO, MICHIGAN
49008

March 28, 1979

Dear

This is to confirm our telephone conversation in which you agreed to serve on the editorial team to prepare the Report of the Conference on Graduate Training for Developing Community. Following the Conference, it is our intent to issue a report which will summarize results of all Conference sessions and which will be made available to all participants as well as others in the field of community leadership training. You will be responsible for summarizing the results of the discussion in one of the work groups.

It is, no doubt, obvious to you that the most important outcomes of a Conference such as that planned for April 5 and 6 are those which result from discussion during the work group sessions. We are, therefore, interested in capturing the essence of those discussions to be shared with those who train community leaders. Your job as recorder for those work group sessions is a most important one and we appreciate your willingness to serve in this critical role.

As one of the editors of the Conference Report, you will be responsible for recording results of the discussion during each of the three work group sessions of your group. Specifically, you are responsible as follows:

WORK GROUP SESSION #1

1. Clarify your role in the preparation of the group product. (Conference report).

2. Prepare a one-page summary of the results of the discussion of ACTIVITIES engaged in by community leaders and submit that summary to the secretary at the registration desk no later than 5:30 p.m. on Thursday. (She will type, run copies and distribute your summary to all participants on Friday morning).

## WORK GROUP SESSION #2

1. Revise the summary prepared at the close of Work Group Session #1 if so directed by the facilitator and/or the work group.

2. Prepare a one-page summary of the results of the discussion of SKILLS required to implement the activities identified earlier and submit the summary to the secretary at the registration desk no later than 12:30 p.m. (She will type, run copies and distribute your summary to all participants in the work group session following lunch).

## WORK GROUP SESSION #3

1. Revise summary prepared earlier if so directed by the facilitator and/or the work group.

2. Prepare a one-page summary of the results of discussion of TRAINING STRATEGIES for developing the skills identified earlier. (Hold this summary until the meeting of report editors scheduled for 6:00 p.m. Friday).

3. Prepare a list of recommended steps to be taken following the Conference. (Hold your list until the 6:00 p.m. meeting Friday).

4. Review with your work group what you plan to submit as a summary report. (You may well have already reviewed results of earlier group sessions to your satisfaction. If so, it is probably necessary to review only the results of discussion during Work Group Session #3.

## 6:00 P. M. FRIDAY - MEETING OF CONFERENCE REPORT EDITORS

Please bring your final summaries of Work Group Sessions #1 and 2 along with your rough draft of the discussion during Work Group Session #3. We will then discuss whether or not you wish to submit the materials as they are or re-work them and submit them at a later time. Either option is available depending on your preference.

Please be assured that we will be available throughout the Conference to answer any procedural questions. Also, tape recorders are available should you or your group want to use them. We are not sending them to the rooms lest they be an inhibiting factor. However, they are available if you and/or the group has a need for them.

Good luck!

Lee K. Vaught

Donald C. Weaver

smd

# DEFINITION OF TERMS

CONFERENCE ON GRADUATE TRAINING FOR DEVELOPING COMMUNITY
WESTERN MICHIGAN UNIVERSITY
KALAMAZOO, MICHIGAN
APRIL 5 and 6, 1979

Note: The focus of this working conference is improved graduate training for developers of community. To this end, every effort has been made to expedite task accomplishment. The planning committee is aware that any definitions of terms to be used during the conference will not be accepted universally among those who train community leaders. Indeed, it is unlikely that any two institutions represented define all terms in precisely the same way.

However, within the time constraints of the conference, it is not expedient to engage in semantics. Therefore, the planning committee has defined the terms to be used during the two-day conference. The committee requests that participants accept the following definitions as a tentative working base to expedite task accomplishment during the next two days.

ACTIVITIES in which community leaders engage are behaviors required to provide leadership. (Moving a group toward goal accomplishment is an activity usually required of community leaders).

PROFESSIONALLY TRAINED community leaders are those who have completed advanced programs of study leading to credentialing as community leaders. (Such leaders are usually awarded Masters, Specialist or Doctoral degrees).

COMMUNITY is a condition among a group of people which results in mutual trust and support and which permits collective action. (Within this definition, community can be developed any place where there is a group of people - in the neighborhood, the school, the city, the church, the workplace).

LEADERSHIP SKILLS are abilities to behave in such a way as to assist individuals and groups to reach goals. (The ability to manage conflict within a group is a leadership skill).

TRAINING STRATEGIES are methods employed to develop community leadership skills. (The internship is a strategy commonly employed among institutions training community leaders).